ACADEMIC CATALOG

2016-2017

CONCORDIA COLLEGE–NEW YORK

IDENTITY, MISSION, AND VALUES

Our Lutheran heritage is grounded in the conviction of God's faithfulness to his promise of forgiveness and salvation realized by the life, death, and resurrection of Jesus Christ. This gift of grace comes unmerited and the consequence is freedom to be wholly human. That heritage expresses itself in our mission:

> Concordia College–New York, a college of The Lutheran Church—Missouri Synod, engages and nurtures a diverse student body in a Christ-centered, value-oriented liberal arts education for lives of service to church and community.

The mission and purpose of Concordia College is realized through The Concordia Experience—an holistic academic endeavor which embraces the intentionality of integrating faith and learning in students' lives. The foundational tenet of The Concordia Experience is Luther's concept of vocation – that each person has a calling from God to which he or she must respond. Emanating from the College's mission, The Concordia Experience – with its emphases on the dynamic and transformative learning that happens in and out of the classroom – assists and enables students in discovering, affirming, and confirming their vocations.

At the core of The Concordia Experience, the following values are embraced:

- **Faith:** The Concordia Experience engages students with the Christian faith and its implications for contemporary life, promoting an understanding of the relation of God, through Christ, to the world along with an appreciation for God's creation.
- **Learning:** The Concordia Experience enables students to appreciate the breadth of the liberal arts and develop depth in chosen disciplines while nurturing sensitive awareness of diverse and interdisciplinary perspectives and equipping students with skills and knowledge that promote independent and lifelong learning.
- **Community:** The Concordia Experience fosters a living-learning community that welcomes individuals from widely diverse backgrounds, aspiring to cultivate and develop respect for human dignity, freedom from intolerance and ignorance, and responsible citizenship.
- **Relationship:** The Concordia Experience seeks to take advantage of our small size to enable the development of meaningful relationships that extend the learning environment to all phases of community life and foster mutual respect among all members of the community.
- **Service:** The Concordia Experience challenges students to put theory, faith, and values into practice by fostering social responsibility and embracing the Biblical teaching that true leadership is expressed in service to others.

These values find practical expression throughout the learning environment as well as through daily chapel services, volunteer service, Bible study, helping the homeless, and myriad other faith-centered activities. The values-based education provided by Concordia produces graduates who are able to fully develop and utilize their God-given talents leading to lives of purpose, significance, and service.

2016–2017 COLLEGE CATALOG

WELCOME TO

CONCORDIA COLLEGE
New York Since 1881

171 WHITE PLAINS ROAD
BRONXVILLE, NEW YORK 10708

914.337.9300
800.YES.COLLEGE/800.937.2655

www.concordia-ny.edu

CONCORDIA COLLEGE
NEW YORK
Small School. BIG IMPACT.

A MESSAGE FROM THE PRESIDENT, THE REV. JOHN ARTHUR NUNES, PH.D.

"We convince by our presence," penned the poet Walt Whitman in five words that capture my calling here. There is something magnetic about Concordia's mission. My colleagues engage students in meaningful face-to-face interaction, not with anonymous rhetoric and abstract theories, but with real relationships and practical wisdom. Our world needs this. Again, from Whitman, "I and mine do not convince by arguments, similes, rhymes / We convince by our presence."

It is no secret that we are living in rancorous and divided times as a nation. Ruthless ideologies threaten our humanity across the globe. At Concordia you will not find nameless students being lectured at about dubious ideas that merely contribute to the noise, fueling the notion that talk is cheap. No, here we encounter ancient truth freshly applied to humankind's most critical questions, like:

"Why am I here?"
"Who is my neighbor?"
"What matters in life?"

Our faculty and staff support learning in an environment of nurture and accountability. That's a presence that is priceless. Concordia's self-description summarizes it for us: "Small School. BIG IMPACT."

Lutherans characteristically believe in the doctrine of real presence and The Lutheran Church—Missouri Synod has been a real, educational presence here since 1881. Nestled on an intimate campus in the boutique village of beautiful Bronxville, our location also offers ready access to the gateway metropolis of New York City.

Best of blessings in Jesus Christ,

THE REV. JOHN ARTHUR NUNES, PH.D.
PRESIDENT

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"STUDYING AT CONCORDIA COLLEGE IS NOT ONLY EDUCATIONAL, BUT FUN, DUE TO THE FRIENDLY FACULTY, STAFF, AND STUDENTS. I APPRECIATE AND VALUE EVERYONE WITH WHOM I HAVE INTERACTED."

–Donna Lombardi
CLASS OF '16

ACCREDITATION

Concordia College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia PA 19104, 215-662- 5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Social Work program accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE), 1600 Duke Street, Alexandria VA 22314, 703-683-8080, a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation.

The Teacher Education Program at Concordia College-New York is accredited by the Council for the Accreditation of Education Preparation (CAEP) http://caepnet.org. This accreditation covers initial teacher preparation programs at Concordia College-New York. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development.

The baccalaureate degree in Nursing Program at Concordia College–New York is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The Business Program is accredited by the International Assembly for Collegiate Business Education (IACBE), 11374 Strang Line Road, Lenexa, KS 66215, 913- 631-3009.

The College is registered by the New York State Education Department and the College's International Center for English as a Second Language is a member of the American Association of Intensive English Programs.

CHARTER

Concordia is a four-year, coeducational liberal arts college sponsored by The Lutheran Church–Missouri Synod and a member of the Concordia University System. It is chartered by the Board of Regents of the University of the State of New York to offer associate, bachelor, and master degrees.

Concordia, founded in 1881 as Concordia Progymnasium, received its original charter from the State Regents in 1936. From 1918 to 1969, it was called Concordia Collegiate Institute; in 1969, the preparatory school was closed and the present name of the College was authorized by a charter change. In 1972, the State Regents authorized the College to grant the baccalaureate degree. In 2011, the State Regents authorized the College to grant the master's degree.

The Family Educational Rights and Privacy Act of 1974 provides registered students over the age of 18 the right of access to "educational records" which contain information directly related to them. "Educational records" are records, files, documents, and other material regularly maintained by the College. It specifically excludes: 1) records maintained personally by faculty members that are not available to others, 2) medical records, 3) legal records, and 4) financial information about parents.

The act also states the College cannot permit access to or release of "educational records" or personally identifiable information contained therein to any party without consent of the student. Therefore, those of age are required to give written consent to the College to release "educational records," even to parents and/or guardians.

Concordia College is an Equal Opportunity/Affirmative Action employer. Concordia College also complies with the Title IX of the Education Amendments of 1972 (discrimination on the basis of sex), Section #504 of the Rehabilitation Act of 1973 (discrimination because of handicap), and the Americans with Disabilities Act (ADA) signed into law July 1990, effective January 26, 2002. Inquiries regarding these should be directed to the Director of Human Resources, Concordia College, Bronxville, NY 10708.

Campus crime statistics reported to the United States Department of Education, as required under Title 20 of the U.S. Code Section 1092(f), are available at www.ope.ed.gov/security.

The Concordia College Catalog is published annually to provide information for students as they pursue their academic goals. The material within is to be used as a guide only and is not a contract between the student and the College. Each student is expected to be familiar with the academic regulations of the College and the particular requirements for his or her individual program. The student has the sole responsibility for complying with regulations for meeting degree requirements as set forth in this Catalog and as amended from time to time. It is possible that some of the information provided will be out of date by August of a given year. The College also publishes a class schedule of the courses offered in a given year. This is available from the Registrar, 914-337-9300, x2103.

Information about instructional programs, cost of attending the institution, financial assistance available to students, refund policy, qualifications of faculty, and graduation rates is available through the Office of Admission, x2155. The most current financial aid policies and information can be obtained by calling the Office of Financial Aid, x2153.

ABOUT CONCORDIA COLLEGE

Founded in 1881 to educate young men for the ministry, Concordia College today is a four-year, coeducational, liberal arts institution located in suburban Westchester County, New York. The College moved to its current campus in Bronxville in 1909, and awarded its first baccalaureate degrees in 1975. Concordia is a college of The Lutheran Church-Missouri Synod and, while the campus has a distinctly Christian atmosphere, students from all faiths are welcome and attend here. As members of a closely-knit community, Concordia students are mentored by a dedicated faculty and staff.

Concordia students are active and involved. More than 20 clubs and organizations are supported by the College and the Student Government Association. Opportunities for participation range from student publications to intramurals, Bible study to student government, and drama to social concerns groups. With the College choirs and ensembles, talented musicians perform both on campus and throughout the United States and Europe. Our athletic teams compete in NCAA Division II. Varsity sports include baseball, basketball, soccer, tennis, golf, and cross country for men and basketball, soccer, softball, tennis, cross country, and volleyball for women.

> "FOR THE NUMBERLESS THINGS WHICH DEAR OLD CONCORDIA HAS DONE FOR US, WE ARE DEEPLY THANKFUL. EDITOR, THE CONCORDIAN CLASS OF 1915"
>
> –Editor, The Concordian
> CLASS OF 1915

"WHEN YOU THINK OF NEW YORK CITY AND THEATER, YOU THINK BROADWAY, BUT EXCELLENT CREATIVE PRODUCTIONS ARE GOING ON IN 30-90 SEAT THEATERS ALL OVER MANHATTAN. CONCORDIA STUDENTS ARE EXPOSED TO SOME PROVOCATIVE NEW WRITING AND APPROACHES."

–Dr. Kate Behr

PROFESSOR OF ENGLISH

OUR BEAUTIFUL CAMPUS

Concordia's 33 acre campus is set in the quaint, affluent Village of Bronxville. The Village, only one square mile in size, is home to 7,000 inhabitants, including U.N. diplomats, corporate executives, attorneys, and a wide range of other professionals.

While entertainment, shopping, and employment opportunities are available to students within this picturesque village, students also take advantage of the limitless experience offered in the world's most exciting city. The 15 minute walk to the village train station for a 25 minute ride on a gleaming commuter train takes students to the heart of Manhattan. Students frequently go into New York City for culture, internships, and, of course, entertainment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

Faculty affirms the following six over-arching outcomes expected of every Concordia graduate:

1. Articulate the Christian Faith and Ethos
2. Communicate Effectively
3. Navigate a Diverse World
4. Demonstrate Knowledge Acquired throughout The Concordia Experience
5. Employ Complex Reasoning through Critical and Creative Thinking
6. Apply Ethical Standards

ACADEMIC PROGRAM

UNDERGRADUATE PROGRAMS AND DEGREES

Concordia offers the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees in the following programs:

- Behavioral Science
- Biology
- Business Administration
- Education
- English
- Health Care Administration
- Health Studies
- History
- International Studies
- Integrated Studies
- Music
- Nursing
- Psychology
- Radiologic Technologies
- Social Sciences
- Social Work

The Associate in Applied Science (A.A.S.) degree is offered in Business Administration and an Associate in Art (A.A.) degree in General Liberal Arts.

> CONCORDIA COLLEGE ALLOWS STUDENTS TO EXPERIENCE COUNTLESS OPPORTUNITIES FROM CREATING A CLOSE RELATIONSHIP WITH THEIR PEERS AND PROFESSORS TO EXPLORING THE STREETS OF NEW YORK CITY
>
> –Cindy Johnson
> CLASS OF 2015

The Concordia Fellows Program is open (by application) to undergraduate students with high academic achievement. Fellows students are enriched through special experiences in the classroom and trips off-campus.

The Concordia Connection is a program for undergraduate students with diagnosed learning disabilities. Special support services are offered for qualified students who meet regular admission requirements, but need specific assistance to achieve academic success.

Concordia College also offers Pre-Professional offerings in:

Pre-Professional offerings in:

- Pre-Law
- Pre-Medicine
- Pre-Seminary
- Pre-Deaconess
- Sports Management

Certificate Programs in:

- New York State Coaching Certificate
- New Media Communications and Digital Production
- Sports Management

"I WOULD NOT HAVE DONE AN ACCELERATED NURSING SCHOOL PROGRAM ANY OTHER WAY. IT WAS FAST AND INTENSE, BUT EFFECTIVE ALL TOGETHER. I FELT SUPPORTED BY EVERY PROFESSOR AND STAFF MEMBER IN THE NURSING PROGRAM, AND WOULD NOT HAVE BEEN AS PREPARED AS I WAS TO WORK AS A REGISTERED NURSE IF IT WEREN'T FOR THEIR WISDOM, TRAINING, AND GUIDANCE.

–Elyse Iuliano, RN

ADULT EDUCATION

The Adult Education Division offers five accelerated degree programs. Concordia's Accelerated Degree Programs are designed to give you the skills to be competitive in your chosen career or in graduate school.

Bachelor of Arts (B.A.) in Behavioral Sciences—You'll gain broad understanding and insights into psychology and sociology. Graduates from this program work in fields such as education, social work, counseling, human resources, business, and not-for-profit organizations. 122 semester credit program.

Bachelor of Science (B.S.) in Business Administration—You'll get a real-world education in all aspects of business, with a strong emphasis in the management of people in today's global economy. Graduates of this program are prepared to work as managers, vice presidents, entrepreneurs, financial advisors, human resources managers, and more. 122 semester credit program.

Bachelor of Science (B.S.) in Health Care Administration is designed for students who are interested in pursuing a career in a health-related administration field.

Associate of Arts (A.A.) in General Liberal Arts Include Associate of Applied Sciences—You'll attain the skills and flexibility essential in a world where critical thinking, communication skills, and a broad understanding of history, politics, and religion are vital for future education and career opportunities. 65 semester credit program.

A Concordia College undergraduate education will strengthen you intellectually, socially, and spiritually because each degree is built upon a solid foundation of the liberal arts. Students complete requirements in the Concordia Distinctive, an integrated array of liberal arts courses. Students then select a program of study and begin developing their own unique Individualized Graduation Plan. All programs include experiential learning in the metro New York area as well as globally based on the student's interests. Concordia operates on a two-semester calendar. A minimum of 122 successfully completed semester credit hours is required to earn a bachelor's degree.

GRADUATE PROGRAMS AND DEGREES

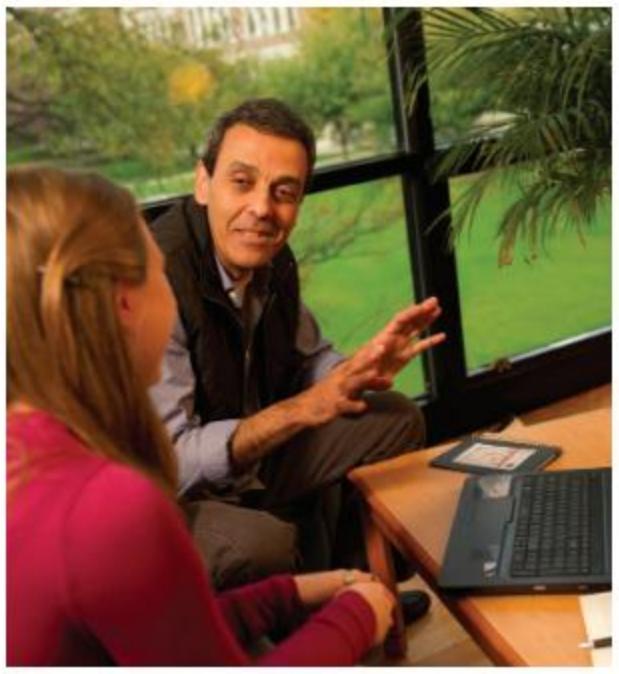
Concordia offers Master of Science in:

- Accounting
- Art Management
- Business Analytics
- Business Leadership
- Digital Marketing
- Digital Media
- General/Childhood Special Education
- General Early Childhood Special Education

The Master of Science (M.S.) in Business Leadership Program empowers students to become dynamic leaders in both the private and nonprofit sectors. The Program teaches leadership, decision-making, communication, finance, and entrepreneurial skills needed to become an ethical business leader. The curriculum's focus is on business specializations that develop transferable skills sought in today's global organizations.

Students work individually and in groups on challenging projects to apply traditional and emerging business leadership concepts. Executives, management professionals, seasoned instructors, and business mentors will provide insight and share experiences from the corner office. The curriculum culminates with the completion of a research project or business plan presented to a panel of faculty members and experienced business executives for critical evaluation.

The Master of Science in Education (M.S.Ed.)—The Teacher Education Program offers several options leading to the M.S.Ed. The Master of Science in Special Education is open to certified teachers seeking initial or professional certification in teaching students with disabilities, Birth- grade 2 and in grades 1 through 6. The other option, a 44 credit Master's degree, is designed for persons with Bachelor's degrees in areas other than teaching and to career changers. All programs are firmly grounded in the liberal arts, pedagogical training, and field experiences. Classes are offered in the afternoons or evenings and summer and winter (between fall and spring semesters) offerings are available.



All our students are guided through the challenging academic program by our faculty who provide ongoing counseling and advisement. Additional assistance is available via peer tutors and the Career Development Center. The staff of The Writing Center works with students on all levels and offers instruction to support our Writing Across the Curriculum program.

FACULTY

Our faculty is committed to your success. The 14:1 student-to-faculty ratio means you can interact with your professors on a very personal level. Relationships are built that may start in the classroom, but can last a lifetime.

Concordia's faculty members are at the top of their fields and graduates of elite institutions. They continue to learn through travel, study, and research. Faculty members have been awarded Fulbright grants and studied or carried out research in England, Germany, Hungary, Russia, Ukraine, the Czech Republic, Turkey, Iran, China, Nigeria, Tanzania, Greece, Italy, and Korea. They publish articles, books, musical scores, and CDs, and participate as speakers in many conferences and colloquia throughout the United States and internationally.

Members of the faculty come to Concordia for the love of teaching and their interest in seeing students excel. Faculty are available to students in and outside the classroom, serving as First-Year Advisors, Learning Community Mentors, Leaders for Global Study/ Travel, as well as Advisors to student clubs and organizations.

"CONCORDIA OFFERS A DIVERSE CURRICULUM THAT PREPARES STUDENTS FOR THEIR FUTURE ENDEAVORS."

–Laura Brezovksy

CLASS OF 2013

CAMPUS FACILITIES

Sommer Center for Worship and the Performing Arts includes a recital hall seating 315 and the Schultz Chapel, private rehearsal rooms for individual and ensemble, vocal, instrumental, and organ practice. The recital hall has hosted recording sessions for artists such as Itzhak Perlman, Yehudi Menuhin, and Harry Connick, Jr., as well as our own Concordia Choir.

Musical and dramatic performances are also given in Schoenfeld Campus Center. Schoenfeld serves as the student center, with the newly renovated Brickyard Café, game room, COOP (College Store), dining room, lounge, study lounge with computer workstations, the student activities office, the student government office, and the student mail room in the lower level. The building also houses health services, the radiological tech lab and the intramural gym and the multipurpose room.

Scheele Memorial Library provides a comfortable atmosphere for study and research, with reading lounges, ample table space, and group study rooms. Through the online Catalog, students can easily search for traditional books, e-books, and other resources owned by the Library. More than 40 electronic journal databases

"CONCORDIA'S ADULT EDUCATION PROGRAM IS VERY INFORMATIVE; A BREATH OF FRESH AIR!"

–Lynnette Worrell
CLASS OF '15

are accessible for on- and off-campus use. The Teacher Education Curriculum Material Center, containing children's books and textbooks, is located on the lower level. Students have access to 29 computer workstations and may use their own lap tops in a wireless networked environment. Lap tops may also be checked-out to use within the library. The two study rooms have flat screen televisions available to augment student and faculty presentations by mirroring the contents of one's laptop and provides the opportunity for group movie viewing. A Concordia Information Channel monitor is in the main lobby. Audio-visual equipment is available to play DVDs, VHS videos, CDs, records, and audio cassettes.

"THIS PROGRAM IS EFFICIENT AND EFFECTIVE. IT HELPS YOU BETTER UNDERSTAND AND PREPARES YOU FOR THE PROFESSION. IT GIVES YOU THE TOOLS NECESSARY TO RUN A SUCCESSFUL CLASSROOM, ENGAGE YOUR STUDENTS, AND BECOME A GREAT TEACHER."

–Alexandra Mazza
MASTER'S CANDIDATE

The Donald A. Krenz Academic Center contains technology-enhanced classrooms, including the 82 seat Pietruski Auditorium, a 20 station computer teaching room, and the Darlene Hedin Krenz Center for New Media and Digital Production for electronic and digital media instruction. Fully handicapped accessible, the Center houses the OSilas Art Gallery, the Yeager Collection of original autographs of American financial leaders, a spacious student lounge, and our Information Technology Services department.

Brunn-Maier Science Hall contains a full range of science laboratories, nursing laboratories, general classrooms, and is home to Biology, Education, Nursing, and the Nursing Arts Laboratories.

Stein Hall houses music teaching studios and classrooms. The Liberal Studies Hall contains our art studio and faculty offices. Both Stein Hall and the Liberal Studies Hall are home to the Concordia Conservatory of Music and Art, our music and art school serving our students and community with enrollment of more than 1,000 students.

Residence halls include Sieker, Romoser, Rippe, and Bohm, located on campus, as well as Ressmeyer, and Koepchen, which are large houses adjacent to the campus which serve as specialized student housing. Other facilities include Feth Hall, the campus' main administration building and one of several classroom sites, and The Commons dining hall.

"CONCORDIA REALLY PREPARES YOU FOR LIFE, NOT JUST A CAREER."

–William P. Kupper

ALUMNUS

FORMER PUBLISHER
BUSINESS WEEK

"MY EXPERIENCE HERE HAS ENABLED ME TO EVOLVE AND BECOME A SUCCESSFUL PERSON FOR WHICH I AM DEEPLY GRATEFUL"

–Jenny Resiliac
CLASS OF '14

ATHLETICS

INTERCOLLEGIATE ATHLETICS

Concordia College-New York is a long-time competitor in NCAA Division II, as a proud member of the Central Atlantic Collegiate Conference (CACC). Concordia sponsors 12 varsity intercollegiate teams: Women's Cross Country, Tennis, Soccer, Volleyball, Basketball, and Softball, and Men's Cross Country, Soccer, Basketball, Tennis, Baseball, and Golf.

The Meyer Athletic Center's 700 seat gymnasium is home to the Concordia College men's and women's basketball teams and volleyball team. It also houses the Department of Athletics offices, as well as the Athletic Training Room, locker rooms for both men and women, and a Fitness Center. The Meyer Tennis Center is the home of the men's and women's tennis teams. The Meyer Tennis Center features 3 indoor courts, 3 outdoor courts, and 2 outdoor clay courts. Also in the complex is the Clipper Baseball Field, Clipper Softball Field, and the Clipper Soccer Field.

Prospective Student-Athletes, as well as current, full-time, degree-seeking students need to contact the respective sport's coach to be considered to join. For more information about Concordia Athletics,

as well as the eligibility standards and required documentation and process, please visit www.ConcordiaClippers.com.

INTRAMURALS

From basketball and dodge ball to ultimate Frisbee and floor hockey, Concordia offers intramural sports to suit every interest. Intramural sports enhance each participant's fitness, personal skills, and enjoyment. All members of the campus community have access to the gymnasium, indoor and outdoor tennis courts, baseball, softball, and soccer fields, and our fitness and sports training center.

SPIRITUAL LIFE

The beliefs and teachings of the Christian faith and the Lutheran Church are the foundation and guiding principles for campus life. Concordia College fosters Christian living and encourages students to commit their lives to the service of God and humankind in the vocations of their choice. While Concordia is a Lutheran school, students of all faiths attend and are welcome here.

The spiritual side of Concordia has something for everyone—from student-led Bible studies and devotions to mission outreach programs, service learning opportunities, and musical performance groups. Activities organized by student committees provide opportunities for both religious and community service.

Students have the opportunity to participate in daily chapel services, a time for the campus community to unite for prayer and reflection. Sunday worship in neighboring churches and regular on-campus services provide means for spiritual growth. Additionally, Campus Christian Ministries is active in planning service volunteer opportunities for all members of the campus community.

"CONCORDIA ATHLETES PARTICIPATE IN A HIGHLY COMPETITIVE ENVIRONMENT. THEY ARE EXPOSED TO KNOWLEDGEABLE AND CARING COACHING, PROVEN TO BRING OUT THE BEST PERFORMANCES ON THE FIELD AND IN THE CLASSROOM."

–Ivan Marquez
ATHLETIC DIRECTOR

STUDENT ORGANIZATIONS

Clubs and organizations, formed by students with common interests and objectives, flourish at Concordia:

- Student Government: Student Government Association Executive Board, Student Senate, Inter-Greek Council
- Communications: The Arcade (yearbook), The Prelude (Fellow's journal), and The Clippings (electronic newspaper)
- Culture/Fine Arts: Tour Choir, Festival Choir, Gospel Choir, Chamber Ensembles, Music and Talent Club, Dance Team
- Campus Clubs and Organizations: Alpha Sigma Chi, Delta Omega Pi, Theta Zeta Upsilon, Omega Psi Eta, and Dance Team, Christian Campus Ministries, Commuter Council, International Club, Student Activities Committee, Intramurals
- Religious Clubs: Campus Christian Ministries and Concordia Lutheran Women's Missionary League
- Social/Recreational: Commuter Council, International Club, Student Activities Committee, Cheer leading, and Intramurals
- Academic Clubs: Social Work Club, Biology Club, Psychology Club, Alpha Sigma Lambda Adult Education Honor Society, Kappa Delta Pi Honor Society, Concordia Nursing Honor Society, National Student Nursing Association.

STUDENT SUPPORT

Our Student Life professionals provide developmental opportunities and programs to enhance your total educational experience, including:

- Mentors, Advisors, and Academic Consultants
- Counseling
- Peer Tutors
- The Writing Center
- Computer Services
- Health Services
- Career Development Center

Concordia is dedicated to the people-building business. An integral part of this business is concentrating on the whole person by focusing on student development—not only the intellectual self, but also the emotional, physical, cultural, and spiritual self. (See Student Life section.)

INTERNSHIPS

At Concordia, some of the most important lessons happen in classrooms without walls where life is the chalkboard—-internships are just that. A component of Experiential Learning, internships offer students opportunities for vocational development and experience while earning college credit. New York City and the surrounding area offer world-class opportunities. Working with the Career Development Center and department faculty, internships are obtained in all areas from business to social work, English to education.

INTERNATIONAL STUDENT SERVICES

Concordia has built an opportunity for all students to broaden their view of the world by providing an international dimension through both the curriculum and composition of the student body. The College actively promotes international cultural and educational interchange.

The Director of International Student Programs, Director of the International Center for English as a Second Language, Registrar, and Dean of Students advise international students and are available in matters related to government regulations, Immigration and Naturalization Service (INS), housing, employment, academic, athletic, and personal matters.

CONCORDIA UNIVERSITY SYSTEM STUDY

Concordia College–New York is part of the Concordia University System—a network of ten colleges and universities located in Ann Arbor, MI; Austin, TX; Irvine, CA; Mequon, WI; Portland, OR; River Forest, IL; Selma, AL; Seward, NE; and St. Paul, MN—that is part of The Lutheran Church-Missouri Synod. Students may enroll for up to one year at any Concordia sister school. Contact the Registrar for more details.

ADMISSION

Admission to Concordia College is based upon a wide range of criteria designed to identify a student body with integrity, high academic standards, and serious educational and personal goals. True to the College's commitment to individualized education, each application receives a confidential and in-depth reading.

When making the admission decision, the Admission Committee considers many things, including the difficulty of an applicant's overall curriculum, performance in that curriculum, rank in class, quality of the high school, recommendations, test scores, personal statement, interview, recent grade trends, and general contributions to school, church, and community. Concordia College does not discriminate against applicants on any basis and is positively attentive to race, gender, age, and disability.

The College requires undergraduate applicants to possess either a high school diploma or GED/ TASC and strongly recommends applicants have successfully taken a college preparatory curriculum that includes:

1. Four years of English;
2. Three years of mathematics, including two years of algebra and one of geometry (Sequential One, Two, and Three in New York);
3. Four years of social studies;
4. Two years of laboratory science; and
5. Two years of a foreign language.

Provisional Admission—Applicants that do not meet the stated admission requirements may be asked to submit additional information to support their request for admission.

ADMISSION PROCESS FOR FIRST-YEAR STUDENTS

Concordia offers students the opportunity to apply via regular or non-binding early action programs. In both programs, students must submit the following documents:

1. An application (via The Common Application);
2. A $50 application fee ($100 for International Applicants);
3. An official high school transcript or GED/ TASC Score Report;
4. Official SAT or ACT scores.
5. School Report form (via The Common Application);
6. Two letters of recommendation (via The Common Application);
7. Personal Essay (via The Common Application)

ADMISSION CRITERIA FOR FIRST-YEAR NURSING CANDIDATES

Applicants seeking admission to the College as a Nursing Candidate will be required to meet College admission criteria as well as the criteria listed below:

1. A minimum high school GPA of a 2.9 on a 4.0 scale.
2. A minimum composite SAT score of 950 on the Critical Reading and Math portion of the exam, including a minimum score of 450 in Critical Reading and 450 in Math. An ACT score may also be accepted, with a minimum ACT Composite of 20, with a minimum score of 19 on the English Sub-Section and 19 on the Math Sub-Section.
3. Successful completion of high school Biology and Chemistry courses (College prep level or higher preferred).

Applicants accepted as Nursing Candidates are not guaranteed direct admission into Junior- and Senior-level Nursing coursework. During the first and second years, Nursing candidates complete required course work which will prepare them for admission to the Nursing Program of Study. Candidates must apply to the Chair of the Undergraduate Nursing Program for Admission in the second year of the Program.

Note: Students who do not meet the admission criteria as a Nursing Candidate may be offered admission as an undeclaredstudenttoallowanopportunitytodeveloptheir academic skill-sets. All Concordia Students who obtain a 3.0 GPA are eligible to apply for re-consideration as a NursingCandidateforthefollowingFallSemesterthrough our Intra-College Transfer Process (ICT).

ADMISSION CRITERIA FOR FIRST-YEAR/TRANSFER RADIOLOGIC TECHNOLOGIES

Students, whether traditional freshmen or transfer students are required to have and maintain an overall GPA of 3.0 or better on a 4.0 scale. Students are required to maintain a minimum final grade of B in all required program courses. Students are also required to maintain a final grade of C+ or better in required support courses. All students will be required to undergo an interview prior to admission.

HOME-SCHOOLED APPLICANTS

Although Concordia uses the same criteria to evaluate all applicants, in addition to "traditional" application requirements, home-schooled applicants must submit the following with their application:

1. Either a transcript from the home-school correspondence program or an official Report of Academic Credentials from an accredited agency or a HSE or TASC; and
2. A letter of reference from a tutor, evaluator, or teacher who is not a family member.

An interview with an admissions counselor is required.

EARLY ACTION

Students who are highly interested in Concordia may apply for admission via the Early Action Program. Under Early Action, students apply for admission by November 15 and are notified of their admission beginning December 1. Any student not granted admission under the Concordia Early Action Program will automatically be reconsidered for the Regular Decision program beginning January 15. Students accepted in the Early Action Program are required to submit their $300 non-refundable deposit by May 1.

REGULAR DECISION

In this program, students apply for admission by the March 15 application deadline. Applications and decisions offered after the March 15 deadline will be made on a space-available basis. Concordia's First-Year Academic Support program provides a conditional admission to Concordia College-New York for students who do not meet our standard admission criteria, but do possess the potential for academic success. Students who partake in the First-Year Academic Support Program will be required to meet the following conditions:

- Attend an intensive summer enrichment seminar held before the start of their first Fall semester;
- Sign a learning contract and develop individualized achievement plan with the first-year academic support program advisor;
- Attend weekly meetings with the first-year academic support program advisor, faculty and student mentors;
- Participate in academic, cultural, and social seminars during the academic year;
- Maintain an academic GPA of a 2.0 while earning 12 credits each semester for the first-year.

NOTIFICATION

Admission decisions are sent to regular decision candidates beginning January 15. Decisions for students who have applied before January 15 will be sent then and will continue until the class is filled.

WHEN TO COMMIT TO CONCORDIA

Accepted students who have decided to attend Concordia should submit their non-refundable $300 admission deposit ($500 for international students) by May 1. Students who deposit after May 1 will be subject to space limitations.

IMPORTANT DATES

November 15	Early Action application deadline
December 1	Early Action notification begins
January 1	FAFSA filing begins
January 15	Regular Decision notification begins
March 15	Regular Decision application deadline
April 1	FAFSA priority deadline
May 1	Tuition Deposit due

WAIT-LIST

The College may assign some applicants to a wait-list. Students assigned to the wait-list may be offered admission later in the year if space becomes available. Students who are assigned to the wait-list may contact the Office of Admission to learn of their position on the list and the list's history in previous years.

EARLY ADMISSION

Early admission is an option open to a few high school Juniors who wish to begin at Concordia College a year early. To be a serious candidate, students must:

1. Be in the top 10% of their class, in a college preparatory curriculum;
2. Have SAT or ACT scores well above average;
3. Have completed all graduation requirements except Senior English; and
4. Have a high level of maturity.

To apply for early admission, students must submit all forms listed previously. In addition:

1. The student and parents must each submit letter stating the reasons for requesting early admission; and
2. The high school principal or designated school official must file a letter certifying that the student will receive his or her high school diploma after successfully completing the first year at Concordia.

DEFERRING ADMISSION

Accepted students may defer their offer of admission for up to one year by notifying the Office of Admission of their intention. Students who defer should send a letter indicating their intent along with the $300 non-refundable admission deposit.

ADMISSION WITH A GRADUATE EQUIVALENCY DEGREE (H.S.E.) OR TEST ASSESSING SECONDARY COMPLETION (TASC)

Many states offer a high school equivalency test via the Test Assessing Secondary Completion (TASC™) or H.S.E. GEDs. These exams are occasionally accepted in place of a regular high school diploma. However, applicants with a H.S.E GED/TASC will receive close scrutiny to determine if they have the appropriate academic experience to succeed at Concordia. Applicants must have a minimum score of 50/500 (GED/TASC) in each sub-category. Applicants with a GED/TASC must include a detailed personal essay discussing why they left school and why they wish to enroll at Concordia. A personal interview is also required.

COLLEGE CREDIT WHILE IN HIGH SCHOOL

Entering first-year students who have taken college courses during their Junior or Senior high school years or in the summer prior to entering Concordia must report such work to the Office of Admission. At the student's request, the College Registrar will determine whether such work will receive Concordia credit.

ADVANCED PLACEMENT (AP)

Concordia College recognizes Advanced Placement test scores for course credit with test scores of 3 and above. For each course presented and accepted, up to four semester hours of credit may be granted and applied to the student's program as appropriate, to a maximum of 30 credit hours.

INTERNATIONAL BACCALAUREATE (IB) CREDIT

Concordia College recognizes the International Baccalaureate (IB) and accepts individual course credit for higher level (HL) IB courses with test scores of 4, 5, 6, or 7. For each course presented and accepted, up to four semester hours of credit may be granted to use in the student's program as appropriate, to a maximum of 30 hours. No credit will be granted for standard level (SL) courses.

PART-TIME ADMISSION

Simplified part-time applications for non-matriculating students are available for those registering for fewer than 12 credit hours per semester. Such applicants are assisted in course registration by the Registrar. Part-time students who wish to matriculate must apply to the College in the standard way.

TRANSFER STUDENTS

See Academic Protocols on pp. 69-70 for more information.

UNDERGRADUATE TRANSFER

1. Applicants must be eligible to return to their most recent college and have an overall GPA above 2.0;
2. The overall GPA will be calculated by the College Registrar. Courses with grades of D or below will not be accepted for transfer, but will be calculated into the GPA for admission decision purposes; and
3. Work presented for transfer must be from regionally accredited colleges and is subject to final evaluation by the College Registrar's Office.

UNDERGRADUATE TRANSFER ADMISSION (FOR NON-NURSING CANDIDATES)

Transfer students should submit the following documents for fall by July 1 and for spring semester by November 1: (Note Due to limited campus housing options students are encouraged to apply as early as possible is campus housing is desired.)

1. An application for admission;
2. A $50 application fee;
3. If fewer than 28 college credits have been earned, an official high school transcript and SAT or ACT scores must be provided;
4. An official high school transcript or GED/TASC must be provided unless the student has received an associate's or bachelor's degree;
5. Official transcripts from all colleges, universities, and any other post-secondary institutions previously attended;
6. A financial aid transcript from the most recently attended college, university, or any other type of post-secondary institution previously attended, even if no financial aid was received;
7. A personal essay; and
8. Letter of Recommendation (one).

RE-ADMISSION

Students who have withdrawn or been dismissed from the College must apply for readmission. Candidates should request an application for readmission from the Office of Admission and file the application as soon as possible. If the student has attended classes at another college or university in the interim, official transcripts must be sent from each institution attended. Students who are on a "Leave of Absence" should refer to the "Leave of Absence Policy".

INTERNATIONAL STUDENT ADMISSION

Concordia College has a long tradition of serving students from around the world. International students enjoy the College's quality education, proximity to New York City, and safety of the Bronxville campus. To be considered a degree-seeking student*, an international applicant must submit:

1. An application for admission;
2. A $100 application fee;
3. Official or certified copies of academic records from all secondary schools and universities attended. Records must include the subjects studied, grades/marks attained, and an explanation of the grading system. External examination results and school-leaving certificates must be included. If the records are not in English, they should be submitted in the original language and be accompanied by a literal translation;
4. Test Of English as a Foreign Language (TOEFL) results (SAT I may be submitted in place of TOEFL). Concordia's CEEB code is 2096. To be admitted as a degree-seeking student language proficiency is demonstrated with either a score of 537 or greater, or 203 on the computer-based test, or 74 on the IBT with no sub-score below 16; or with an IELTS score of 6.0 (subscore minimums Reading 6.0, Listening 6.0, Speaking 5.5, Writing 5.5.
5. School Report Form (first-year students)
6. A personal statement;
7. The Supplemental Form; and Application for Form I-20. Before the USCIS;
8. Form I-20 can be issued by the College. The student must complete this application, which includes information about the family's financial circumstances and how the family will meet the College's educational costs.
9. The Office of Admission reserves the right to request additional third-party document verification and certification.

For initial admission as a first-year student, three years of completed secondary or high school coursework is required.

*International students may be required to take English as a Second Language courses. Students interested in the English as a Second Language program should see the instructions in that section.

UNDERGRADUATE TRANSFER NURSING ADMISSION (FOR NURSING CANDIDATES)

Applicants looking to enter our B.S. in Nursing program must apply as a Nursing Candidate. In addition to the criteria and requirements for transfer students, potential applicants will need to meet the following criteria:

1. A minimum of a 3.0 GPA on a 4.0 scale;
2. Successful completion of some of the following Concordia prerequisite courses with a minimum final grade of C+ and above or a minimum final grade of B and above for prerequisite transfer courses including:
   - Anatomy and Physiology I (with Lab)
   - Anatomy and Physiology II (with Lab)
   - Microbiology (with Lab)
   - Heredity & Society (Genetics)
   - Elements of Inorganic, Organic & Biochemistry

- General Psychology
- Developmental Psychology I (birth through childhood)
- Developmental Psychology II (adolescence through adulthood).

3. Successful achievement of at least the Proficiency Level on the Test of Essential Academic Skills within 9 months prior to application to the Nursing Program.

Note: Upon admission as a nursing candidate, students must successfully complete all prerequisite courses for application to the Nursing Program.

UNDERGRADUATE RN-BS NURSING COMPLETION PROGRAM

The RN-BS completion program is designed for registered nurses seeking a Baccalaureate degree in Nursing.

Admission criteria for the RN-BS Completion program are:

1. Associate of Arts or Associate of Science degree in nursing OR,
2. Diploma in Nursing (30 credits accepted for New York State license);
3. An active license to practice professional nursing
4. A minimum of a 2.5 College Transfer GPA on a 4.0 scale

Students may transfer up to 90 credits in fulfillment of the degree. 9 credits can be considered for VLE approval 30 credits must be taken with Concordia College New York.

INTRA-COLLEGE TRANSFER (ICT) APPLICATION PROCESS FOR NURSING CANDIDATES

Current Concordia College students who are not matriculated as a Nursing Candidate may apply for ICT admission through the Registrar's Office. Applications should be submitted to the Registrar's Office by April 15 for admission for the following fall semester. ICT admission will not be offered for spring semesters.

Applicants must submit the following documents to the Registrar's Office:

1. Completed Intra-College Transfer application
2. Change of Program Form
3. Authorize release of your academic records to the Nursing Program Chair (release authorized by Change of Program Form)
4. Essay stating your reasons for an Intra-College Transfer

Students must notify the Registrar's Office within 15 days of the letter of admission if they do not wish to accept the offer of admission as a nursing candidate. Late applications may be considered on a space-available basis. Admission decisions will be made by the Division of Nursing after semester grades are available.

Admission is selective. A minimum GPA of 3.0 is required for consideration, but does not guarantee admission, due to the competition for space available. Students should have a strong record in all high school and college courses, especially in the sciences and other prerequisite courses.

Please Note: Acceptance as a Nursing Candidate does not guarantee direct admission into the Nursing Program and its Junior- and Senior-level Coursework. A separate Admission criteria and process will be handled directly by the Division of Nursing.

PRE-REQUISITE COURSES

Students are strongly encouraged to successfully complete as many of the following Pre-Requisite Courses (earning final course grades of C+ and above) before applying for the ICT, but are not required for admission:

- BIO 215
- BIO 271
- BIO 272
- BIO 373
- CHM 171
- PSY 181
- PSY 281
- PSY 291

NON-TRADITIONAL ADULT STUDENT ADMISSION

The College welcomes non-traditional students who wish to undertake academic course work or regular academic programs. As an alternative to the more traditional academic programs, students are especially directed to the accelerated degree programs in Behavioral Science, Business Administration, Health Care Administration, Health Studies, and Liberal Studies. A more complete listing of programs available to non-traditional students is found in the Division of Adult Education section.

ADMISSION REQUIREMENTS

Admission requirements to the Accelerated Bachelor Degree Program:

1. It is recommended students have at least five (5) years of relevant work experience;
2. Students must be at least 25 years of age;
3. Students with fewer than 60 credits must enroll in the College's Associate Degree Program. Upon completion of 60 credits, students will continue in the Bachelor Degree Program. Students with more than 60 credits will directly enroll in the Bachelor Program.
4. Only grades of "C" or higher are accepted in transfer;
5. Students who have not earned at least an associate's degree must submit an official high school transcript or High School Equivalency (HSE) diploma and test scores/Test Assessing Secondary Completion, TASC ™ (formally General Educational Development, GED®).
6. Submit official college transcripts.

ADMISSION PROCESS

A potential candidate for Adult Education must complete the following to be admitted to Concordia College:

1. Schedule and attend a meeting with a member of the Admission Department;
2. Submit application with application fee and tuition deposit;
3. Submit high school transcript High School Equivalency (HSE) diploma and test scores/ Test Assessing Secondary Completion, TASC™ (formerly General Educational Development, GED®, if applicable) and other official transcripts from previous institutions for assessment;
4. Submit work résumé; and
5. Take placement tests (if applicable)

POST-BACCALAUREATE NURSING

The College offers a second degree program for students wishing to enter the nursing field. The Bachelor of Science in Nursing is an accelerated, 15 month, day program that begins in the fall of each year. Completed applications must be submitted no later than March 15, prior to fall enrollment.

ADMISSION REQUIREMENTS

1. Completed application;
2. Application fee of $50;
3. Resumé;
4. Official transcripts from all schools attended;
5. Completion of all the following (prerequisite) Courses with lab within the past 5 years with a minimum of a "B" in each course: Chemistry (4 credits), Microbiology (4 credits), Anatomy and Physiology I &II (8 credits);
6. Completion of a college bachelor's degree program with a 3.2 cum GPA or higher;
7. Successful achievement of at least the Proficiency Level on the Test of Essential Academic Skills (TEAS Test) within 12 months of the applicant's proposed admission to the Nursing Program. One retake per year is permitted.
8. Once the above items have been submitted, students will then conclude the process by

interviewing with the Dean of Nursing. The admission decision will be made after all steps are completed and requirements are met.

ADMISSION TO THE MASTER OF SCIENCE— EDUCATION PROGRAMS

SPECIAL CHILDHOOD EDUCATION 1-6 OR SPECIAL EARLY CHILDHOOD EDUCATION BIRTH-GRADE 2

For applicants who hold Initial New York State Teaching Certification, to be considered for admission, the candidate must submit an M.S.Ed. application completed and signed and a non-refundable application fee of $50. To complete the application process, official college transcripts from all colleges attended must be forwarded. The transcripts should reflect the completion of a major in a liberal arts or science discipline and a graduating GPA of at least a 3.1 on a 4.0 GPA scale. Student transcripts must include proof of meeting all NYSED Liberal Arts Requirements.

Concordia requires a grade of "C" or better in the Liberal Arts General Core with at least a "B" or better in a Mathematics or Writing Course. New York Colleges must now require applicants to provide GRE scores. Concordia prefers a score of at least 150 on the GRE (verbal and quantitative reasoning). Applicants may substitute a passing score on the ALST in lieu of the GRE.

In addition, the following must also be submitted: two letters of recommendation, an essay (300-500 words in length) describing a personal philosophy of education, Proof of Initial New York State Teaching Certification, for students that hold initial certification only statement of intent and rationale for pursuing the degree, and a current résumé.

Once the above items have been submitted, academically qualified students will conclude the process with an interview with a faculty member of the Graduate Program and a passing score on a writing sample.

M.S.ED. IN SPECIAL CHILDHOOD EDUCATION/ CHILDHOOD EDUCATION, GRADES 1-6 OR EARLY CHILDHOOD SPECIAL EDUCATION/ EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 2

To be considered for admission, the candidate must submit an M.S.Ed. application completed and signed, an application fee ($50: non-refundable), and official college transcripts from all colleges attended (reflecting completion of a major in a liberal arts or science discipline, and a graduating GPA of at least a 3.1). Student transcripts must include proof of meeting all NYSED Liberal Arts Requirements.

Concordia requires a grade of "C" or better in the Liberal Arts General Core. Undergraduate or graduate courses in artistic expression, communication, written analysis and expression, information retrieval, concepts in history and social sciences, humanities, a language other than English, introduction to special education, and scientific and mathematical processes must be successfully completed according to NYSED requirements. New York Colleges must now require applicants to provide GRE scores. Concordia prefers a score of at least 150 on the GRE (verbal and quantitative reasoning). Applicants may substitute a passing score on the ALST in lieu of the GRE.

In addition, the following must also be submitted: two letters of recommendation; an essay (300-500 words in length) describing a personal philosophy of education, statement of intent, and rationale for pursuing the degree; and a current resumé.

Once the above items have been submitted, academically qualified students will conclude the process with an interview with a faculty member of the Graduate Program and a passing score on a writing sample.

ADMISSION TO 5-YEAR CHILDHOOD EDUCATION/M.S.ED. CHILDHOOD

B.A. CHILDHOOD EDUCATION/ M.S.ED. CHILDHOOD SPECIAL EDUCATION

Applicants seeking admission to the 5-year B.A./ M.S.Ed. Program in Education will be required to meet the College admission criteria in addition to the criteria listed below:

1. A minimum high school GPA of a 3.2 on a 4.0 scale.
2. A minimum composite SAT score of 1000 on the Critical Reading and Math portion of the exam, including a minimum score of 450 in Critical Reading, Math, and Writing. An ACT score may also be accepted, with a minimum ACT Composite of 21, with a minimum score of 19 on the English, Math, and Reading subsections. Applicants accepted are directly admitted to the 4+1 program and will be required to maintain a 2.9 GPA overall and a 3.2 GPA within their education courses.

Note: Students who do not meet the admission criteria for our 4+1 program may be offered standard admission to our Education Program. All Concordia students who hold Junior status, and have an existing overall GPA of 3.0 or higher and a recommended Program of Study GPA of 3.0 may apply through our Intra-Campus Transfer process.

INTRA-COLLEGE TRANSFER (ICT) APPLICATION PROCESS FOR ADMISSION TO 5-YEAR B.A. CHILDHOOD EDUCATION/M.S.ED. CHILDHOOD SPECIAL EDUCATION

Current Concordia College students with Junior status who are not matriculated in the 5-year B.A./ M.S.Ed. Program, may apply for admission through our ICT process. Applicants may apply for ICT Admission through the Registrar's office. ICT Admission will be offered on a space-available basis. Admission decisions will be made by the Teacher Education Program.

Admission Requirements:

1. Hold Junior status at Concordia College-New York
2. A minimum overall GPA of a 3.2 and a recommended current Program of Study GPA of 3.2 is suggested for consideration, but does not guarantee admission, due to space availability.

Upon admission, students must notify the Teacher Education Program within 15 days of the letter of admission to secure enrollment into the 4+1 program.

TRANSFER ADMISSION TO 5-YEAR B.A./M.S.ED. PROGRAM IN EDUCATION

5-YEAR B.A. CHILDHOOD EDUCATION/ M.S.ED. CHILDHOOD SPECIAL EDUCATION

Applicants looking to enter our 5-year B.A./ M.S.Ed. Program in Education must apply directly to the 4+1 program. In addition to the criteria and requirements for transfer students, potential applicants will need to meet the following criteria for consideration:

1. A minimum of a 3.0 GPA on a 4.0 scale;
2. If fewer than 28 college credits have been earned SAT or ACT score must be provided.
3. An official high school transcript or GED/ TASC must be provided unless the student has received an associate's or bachelor's degree.

Non-Matriculated Students:

Students may take up to 6 credits of graduate course work prior to formal acceptance into the program. After 6 credits, students will need to complete the application process for admittance into the Master's program.

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ADMISSION TO M.S. IN BUSINESS LEADERSHIP

To be considered for admission, the candidate must submit an MS-Business Leadership Application completed and signed with a non-refundable application fee of $50. To complete the application process, official college transcripts from all colleges attended must be forwarded. The transcripts should reflect the completion of an undergraduate degree discipline and a graduating GPA of at least a 3.0 on a 4.0 GPA scale. In addition, the following with be submitted: two letters of recommendation, an essay (300-500 words in length) describing at least one reason for choosing the program along with your professional goals and current resumé. GRE/GMAT/MAT and TOEFL exams (only required if English is not your first language) scores may be required.

FALSIFICATION OF ADMISSION DOCUMENTS

Any student who enters the College using false information or by omitting required information is subject to penalty, including immediate dismissal without refund.

SPECIAL CATEGORIES OF ADMISSION

FELLOWS (HONORS) PROGRAM

The Fellows Program builds on the achievement and intellectual curiosity of academically talented students. Successful completion of the program results in a Fellows diploma at graduation. The Program is described more fully in the Curriculum Supplements section. New students, as well as current first- and second-year students, may apply to the Fellows Committee for admission to the Program. If ranked, first-year students should rank in the top 10% of their high school class and show an SAT (Math and Verbal) score of 1200 or above, or an ACT score of 27 or above. Transfer students must present a college cumulative grade point average of 3.5 or above. International transfer students should have their credentials evaluated by a current member of the National Association of Credential Evaluation Services (NACES – list available at naces.org). Program details are available from the Fellows Director, Dr. Kate Behr (kate.behr@concordia-ny.edu) or the Office of Admission.

CONCORDIA CONNECTION PROGRAM

Concordia Connection is a program for high school graduates with diagnosed learning disabilities who have demonstrated the potential to earn a college degree. The program is designed to build links between the student with particular learning needs and the College, the student's peers, and the student's future as an educated person. Enrollment in Concordia Connection is limited to 15 new students per year, providing ample time for students to become intimately acquainted with the people and support programs of the College. Directed by an experienced learning specialist, Concordia Connection assists students in developing individualized learning strategies. The program's goal is to help students become confident, self-reliant college students who are able to harness their strengths and compensate for challenges in order to learn independently.

ADMISSION CRITERIA AND PROCEDURES

To be considered for Concordia Connection, the student must be:

1. a high school senior or graduate;
2. diagnosed with a learning disability;
3. prepared through appropriate high school courses to undertake college academics; and
4. strongly committed to a college education.

To be considered for admission, a student must supply all the admission documents previously mentioned, as well as:

1. a certified diagnosis of learning disability, which minimally includes a psycho-educational report. This report should include results from the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) or the Woodcock Johnson Test of Cognitive Ability-

III taken within the past two years, and the most recent Individual Education Plan or 504 Plan;
2. a recommendation from a learning specialist who has worked closely with the applicant;
3. a guidance counselor's recommendation;
4. an essay describing the nature of his/her learning disability, the effect on his/her learning patterns, and reasons for pursuing higher education;
5. an interview to be done in person, or if that is not possible, by telephone; and
6. upon official acceptance, submit a $6,000 fee (per year).

THE STUDENT SUCCESS PROGRAM

Designed to parallel Concordia College's mission to engage and nurture a diverse student body, an holistic approach effectuated in the Student Success Program will prepare students for their college experience by raising academic and personal standards of excellence. This program challenges students to examine their purposeful goals in higher education while developing the foundational skills necessary to succeed. Developing and practicing academic skills along with attention to building a greater knowledge base are emphasized to engage students' higher order skills in critical thinking, synthesis, analysis, and problem-solving. This program is open to all students who need supplemental support to succeed in college. Admission to the program is determined by committee.

ADMISSION TO PROGRAMS WITHIN THE COLLEGE

In addition to completing the above application procedure, students may need to meet additional requirements for admission to certain programs, e.g., Education, Interdisciplinary Studies Programs, Nursing, and Social Work. Specific information may be obtained from advisors in each program or from the Office of Admission.

ONLINE PROGRAMS

Certain degree programs are offered in a on-line degree format. Students must choose to pursue an online program during the admissions process. All coursework required for graduation can be completed using an online classroom and students are not required to fulfill any residency requirements on campus. Graduate courses are eight weeks in length. The RN to BS program courses are six weeks in length. Program length varies on the student's track and number of credits transferred. Please consult the program handbooks for additional information.

STUDENT COSTS

STUDENT RESPONSIBILITY

A student's registration signifies an agreement with the College to pay all costs associated with attendance as outlined in this Catalog. The student is responsible for knowing the basic costs, course fees, special fees, due dates, and deadlines published in this Catalog and communicated by various offices (Student Account Services, Financial Aid, College Services, Student Life, and Registrar). Payments are to be made as outlined below.

Consequences—A student's financial obligation to the College must be satisfied to validate course registrations and prior to receiving grades, transcripts, or participating in Commencement exercises. Failure to satisfy financial obligations will result in cancelled course registration, withheld grades and transcripts, and loss of eligibility to participate in Commencement exercises. Furthermore, if it becomes necessary for the College to place a student's account with a collection agency, the student will be responsible for all costs associated with collection and litigation.

TUITION AND FEE PAYMENT

Invoices are addressed to the student and mailed to the home address on record before the start of each semester. Electronic notifications are sent on a monthly basis to the student's Concordia College e-mail address. These notifications inform the student that the invoice is ready for viewing and provide a direct link to the student's Banner Self-Service account. Students can log-in to Banner Self-Service at any time to view their student account information.

The balance of all fees due is payable in advance before the start of each semester. Full payment or a Monthly Payment Plan agreement is required before or by the due date stated on the invoice. A $55 enrollment fee is assessed per semester when enrolling in a Monthly Payment Plan. Students can make payments or sign up for a Monthly Payment Plan online by logging in to their Banner Self-Service account, or with the Business Office by phone or in-person. Payments received after the due date will be subject to a Late Payment Fee.

Financial Aid—It is the student's responsibility to take the necessary steps to finance the cost of education. While the invoice will reflect financial aid and loan payments that have been processed, the student must manage the application process so timely payment is possible. A student's account is not credited with financial aid or loan payments until such funds are actually received. Students are strongly encouraged to utilize the resources of the Office of Financial Aid whose staff makes every effort to guide students and families through the process.

REFUNDS

All refunds are based on the official date of withdrawal as determined by the Dean of Students and maintained by the Registrar (see clearance procedure, below). A full refund of all fees, excluding the new student enrollment deposit, will be made if no part of the semester is attended. If a student withdraws after the start of classes, one-tenth of the tuition and food service fee (or actual food purchased, whichever is greater) is forfeited for each week or part of week attended. Students registered for partial-semester courses will have their refund calculated on a pro-rated basis depending on the length of the course and the number of weeks attended. Summer course registrations may be adjusted until the end of posted add/drop period (the first Friday after the start of the course). No refund will be issued for these courses after the end of the add/drop period. Resident students forfeit 25% of the room charge for each week the room is occupied. A student will

be liable for any other charges incurred while at the College, including books, health insurance, telephone charges, etc. If a student withdraws during a semester, all College administered financial aid for that semester is forfeited and reductions in Federal and State aid are made in accordance with applicable regulations.

TITLE IV REFUND POLICY

According to the Higher Education policy regarding return of Title IV funds, Concordia College is required to return any credit balance to the student or parents (if PLUS) no later than 14 calendar days after the balance occurs. Students and parents may voluntarily authorize the College to hold a credit balance, but only within the school year. Students and parents cannot authorize the use of Title IV funds to pay for more than $200 of prior year charges. All refunds are addressed to the student and mailed to the current home address on file at the College.

WITHDRAWAL FROM THE COLLEGE

Students who wish to withdraw from the College must officially notify the appropriate dean who will guide the student through the clearance process: Traditional students notify the Associate Dean of Academic Operations; Adult Education and Master's in Business students notify the Dean of Adult Education; Accelerated Nursing students notify the Dean of the Division of Nursing; students in the Master's Program for Special Education notify the Dean of Education. Students who are withdrawing from the College must complete a Institutional Withdrawal Form, meet all obligations to the College—financial and otherwise and submit the completed withdrawal form to the Dean of Students.

A student's failure to attend classes or a verbal announcement of the intent to withdraw does not constitute official notification. Students who fail to officially notify the appropriate dean of their intent to withdraw are held responsible for all tuition and fees owed to the College.

Withdrawing from a class after the Add/ Drop period could result in a student's status changing from full-time to part-time, if the student has fewer than 12 active credits. It is the student's responsibility to meet with the Financial Aid Department to discuss the impact of the withdrawal on financial aid. The College reserves the right to withdraw a student for non-disciplinary reasons when it is in the best interest of the student due to personal or health-related conditions that cannot be resolved immediately, or due to a threat to self or others. The student may register again upon satisfaction of such terms as the College determines are appropriate to the situation.

LEAVE OF ABSENCE POLICY

A leave of absence is a temporary interruption in a student's program of study and the College for personal reasons for unforeseen circumstances and must be reported on or before the last day of add/ drop for any semester to be considered a leave of absence. Students who wish to take one semester or one year off from Concordia College, with the intention of returning, must officially notify the appropriate dean who will conduct the clearance process with the student: Traditional students notify the Dean of Students; Adult Education students notify the Dean of Adult Education; Nursing students notify the Dean of the Division and students in the Master's Program in Special Education notify the Dean of Graduate Programs in Special Education. If the student fails to notify the appropriate dean, his/her bill will not be adjusted. NOTE: If the student fails to return from a leave of absence without notifying the College by the approved return date, the student will be considered withdrawn. Pursuant to Federal guidelines, students taking a leave of absence of fewer than 180 calendar days will be considered to remain in an in-school status for Title IV loan repayment purposes.

The Leave of Absence becomes final only when the clearance process has been completed. Students who simply absent themselves from class without

completing the process will have unauthorized withdrawal grade(s) posted and billed accordingly. Students who are on an approved Leave of Absence may participate in registration and their e-mail account will remain active during this period. Students on leave may not live on campus during the term(s) of their leave. In addition, a student may not participate in or hold a leadership position in a College organization during their Leave of Absence.

RETURNING FROM A LEAVE OF ABSENCE

Undergraduate students who have been absent from the College for more than one year, including those who did not request an official leave, must apply for re-admission. Candidates should request an application for re-admission from the Office of Admission. It is recommended that students file by July for the intent to return for the fall semester, and by November for students who intend to return for the spring semester to ensure all administrative requirements are met in a timely fashion. (Students with questions regarding this process should contact the Office of Admission.) If the application is accepted, the student will be subject to academic requirements in effect at the time of their original admission unless the program of study has been substantively revised. If the student has attended classes at another college or university in the interim, official transcripts must be sent from each institution attended. If returning from approved leave, transcripts must be sent to the Registrar's Office; otherwise, transcripts must be sent to the Office of Admission as part of the reapplication process.

DESCRIPTION OF FEES

TRADITIONAL UNDERGRADUATE

All traditional full-time students are charged a tuition fee of $14,675 for each semester, $29,350 for the year. A full-time student is defined as one taking 12 or more hours of credit in a given semester. This annual fee permits the student to take from 12 to 18 hours of credit each semester. Full-time students who, with the permission of the Division Dean, take more than 18 hours a semester will be charged an additional overload fee of $565 per semester hour.

ADULT EDUCATION

All students admitted to the Adult Education program are charged a tuition fee of $480 per credit for each course taken within the program, and any additional fees, if applicable.

GRADUATE PROGRAMS

All students admitted to Graduate Degree Programs are charged a tuition fee of $825 per credit for each course taken within the program, and any additional fees if applicable.

The one-time $695 Graduate Program fee covers workshops, testing materials, Electronic Portfolio, CEC dues, and a portion of the iPad expense.

Graduate courses taken as part of the Concordia online program are charged a tuition fee of $895 per credit for each course taken within the program.

POST-BACCALAUREATE NURSING

All students admitted to the Post-Baccalaureate Nursing program are charged a tuition fee of $13,000 per semester for all classes taken within the program and any additional fees, if applicable.

NURSING PROGRAM FEE

All students are charged this $850 fee each semester covering all nursing equipment and testing services (NCLEX-RN). All RN to BS students are charged a $300 one time program fee.

UNDERGRADUATE PART-TIME/ NON-MATRICULATING STUDENT TUITION

Students taking fewer than 12 credit hours pay $825 per credit. Reduced rates are available to high school students and senior citizens age 65 and older. Tuition for auditing courses is $410 per credit.

COMPREHENSIVE FEE

This fee is required of all full-time, part-time, and non-matriculated students attending the College. These fees enable the support and maintenance of technology appropriate for the learning environment, including campus computer/network systems and services. These fees also help defray costs associated with facility improvements, campus safety enhancements, and student activities programming. The Comprehensive Fees are as follows:

- Traditional Undergraduate Resident, $600 per semester/$1,200 per year.
- Traditional Undergraduate Commuter, $300 per semester/$570 per year,
- Adult Education one-time $280 fee at the start of your first class,
- Part-Time/Non-Matric, $75 per semester

INDEPENDENT COURSE FEE

Courses offered as Independent Scholarship or Independent Study are assessed the fee of $150 per credit in addition to tuition charges.

CONCORDIA CONNECTION

Students admitted and enrolled in the Concordia Connection program are charged an additional fee of $3,000 for each semester/$6,000 for the year. This fee is in addition to the regular Concordia tuition and applicable room and board.

DINING HALL FEE

The amount of $5,276 represents the average yearly cost to the full-time resident student for all meals while the College is in session. All full-time commuting students are charged a $546 per semester, $1092 per year food service fee which is also calculated into their financial aid. Information on the meal plan is provided by the Student Life Office.

RESIDENCE HALL FEE

Double room occupancy is $3,150 per semester/$6,300 per year. Triple room occupancy is $2,400 per semester/$4,800 per year. The surcharge for a single medical single room is $2,000 per semester. Students living in Koepchen Hall are charged $3,650 per semester.

Undergraduate Nursing Students attending 8-week summer program single room $940. Space in all halls is limited and single rooms are assigned on the basis of documented medical need and availability.

HEALTH INSURANCE PREMIUM FEE $1,945

All students are required to have their own comprehensive health and hospitalization insurance. Those who do not provide evidence of health and hospitalization insurance prior to the beginning of classes, and waive (decline) the college-offered insurance by going online to the insurance portal, will be charged the full-year premium and enrolled in the college-offered insurance. Information that includes the cost of the annual premium are sent to all new, full-time students and returning students before the start of the fall semester. Information is also available in the Student Health Center. All international students are required to purchase health and hospitalization insurance from the College insurance provider and will be billed accordingly.

ENROLLMENT DEPOSIT

A non-refundable deposit is required of all new students admitted to the College and is applied in full toward payment of charges upon registration. It also serves to reserve a residence hall room for students intending to live on campus. Deposit amounts are posted within the letter of admission.

RESIDENCE HALL DAMAGE DEPOSIT

A $350 security deposit is required to cover student initiated damages and includes a key deposit. This deposit is credited at the end of the spring term (or upon withdrawal) while damages

are assessed and applied to a student's account by the residence staff in conjunction with College Services. Non-payment of charges associated with damage to or loss of College property will result in the withholding of academic grades, transcript, and diploma.

PARKING PERMIT

Parking facilities on campus are limited. All persons who drive to campus must register their vehicle with the Manager of Public Safety and obtain a permit to park on College property. The cost of a parking permit is $100 per semester for resident students, $75 per semester for commuter students, $150 per cohort for Accelerated Nursing students: $25 per semester for Adult Ed students and Graduate students; sales tax is included. Resident students may only be approved to park on campus with specific permission from the Student Life Office. Adherence to motor vehicle regulations, as outlined in the Student Guide, is expected at all times. Vehicles parked without a valid permit will be ticketed and are subject to fines, loss of privilege, and/or removal at the owner's expense. Students are not permitted to park on neighboring streets.

IDENTIFICATION KEY CARD AND KEY REPLACEMENT FEES

An initial student ID key card is issued free of charge. Replacement cost for ID card is $15. Key replacement is $50. A $100 fine will be charged for keys not returned at end of semester.

TRANSCRIPT FEE

Official transcripts are sent only to authorized recipients and are not issued to students. Students requesting a transcript within the continental U.S. will be charged $10 per transcript. Students requesting to send outside the continental U.S. will be charged $10 per transcript.

ORIENTATION FEE

All entering full-time traditional students pay a one-time Orientation Fee which covers expenses associated with new student orientation programs. Students entering in the Fall pay $175 for the three-day program, and students entering in January are charged $100 for the a half-day program. The International Student Orientation fee is $275 and covers international and fall orientation programs. The International Student Orientation fee in January is $150.

COMMENCEMENT FEE

All graduates pay this fee, which includes purchase of cap and gown, imprinted diploma, diploma cover, and three complimentary meal tickets. No exception is made for non-participation, illness, or other reasons. Traditional Undergraduate Students: $250 (includes yearbook), Adult Education: $200, Post-Baccalaureate Nursing: $200, Master's Students: $200.

LATE FEE – FINANCIAL CLEARANCE

This $125 fee, assessed by the Business Office, is charged to all students (new or returning) who fail to complete financial clearance by the stated due date.

LATE REGISTRATION FEE

This $125 fee, assessed by the Registrar, is charged to all returning students who fail to register by the last day of classes of the previous semester and to all new students who fail to register on or before the announced registration day of their first semester of attendance at the College.

NON-CLEARANCE FEE

A student who fails to follow the prescribed clearance procedures before leaving the College is assessed this $125 fee.

SPECIAL COURSE FEES

Course fees cover extra expenses associated with some courses. These fees are listed at the end of the Course Description section.

STUDENT ACTIVITIES FEE

Each full-time traditional student at Concordia is billed $50 per semester for a Student Activity Fee. This fee funds all types of student activities, programs, and events held throughout the year. Subsidized tickets to New York City events, bands, comedians, and other major campus events planned "by students for students" receive funding from this fee.

VALIDATED LEARNING EXPERIENCE

A fee of $200 is assessed for each College-administered Validated Learning Experience evaluation attempted, whether by examination or documentation, plus $465 per credit hour awarded. See the Curriculum Supplements section for further information.

PROFESSIONAL SEMESTER FEE

All undergraduate and graduate student teachers are charged this $800 fee covering additional costs associated with administering the Student Teaching Program.

MUSIC PRIVATE INSTRUCTION FEE

Concordia offers private music lessons on a wide variety of instruments and voice. The fee for a semester of lessons is $275 for half-hour lessons and $550 for hour lessons.

HAWKS

FINANCIAL AID

GENERAL INFORMATION FOR TRADITIONAL PROGRAM

Concordia has a balanced approach to the granting of financial aid, which includes scholarships, grants, employment, and educational loans. Financial aid is awarded primarily on the basis of financial need demonstrated by the student and family, as well as the availability of funds. Some scholarships and grants give consideration for prior academic achievement, general leadership potential, and co-curricular involvement.

Financial aid applications are reviewed after a candidate is admitted to the College and in no way affects admission decisions. Students applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. New York State residents should also file the Tuition Assistance Program (TAP) application. Priority consideration will be given to applicants who file for financial assistance prior to April 1. Incoming first-year and transfer students will be notified of their financial aid package as early as mid-February. Returning students will be notified at the end of the spring semester. Late applications will be considered on a first-come, first-served basis, as funds permit.

Although the college strives to maintain balanced financial aid packages year-to-year, most awards are not automatically renewable; students must reapply annually. To remain eligible, recipients must maintain satisfactory academic progress according to the standards of the College; these are described below. Awards are conditional on the student's full-time attendance at Concordia.

Financial aid awards (scholarship and/or grant) may be adjusted at the discretion of the Director of Financial Aid if a change in family circumstance directly affects income or other resources. Additionally, an adjustment can be made if the combination of awards from other sources such as TAP, Pell, or other non-institutional scholarships exceeds by more than $200 the estimate of the student's financial need. Students are thus required to notify the Financial Aid Office of any scholarships they may receive from outside sources.

If a student withdraws during a semester or falls below full-time status, all College administered scholarships and grants for that semester are forfeited and reductions in Federal and state aid are made in accordance with applicable regulations.

GENERAL INFORMATION FOR THE ADULT EDUCATION PROGRAM

Concordia College offers Adult Education Program students the opportunity to work with the Financial Aid Office to establish a financial plan. Financial plans must be in place by the first day of the student's first course.

Students are eligible to receive Federal and State Financial Aid. Students may also choose to establish a payment plan or submit tuition reimbursement from an employer.

The Financial Aid Office is here to guide students through these steps. Students applying for Financial Aid must begin by completing the Free Application for Federal Student Aid (FAFSA) as soon as they have completed the Admission process. New York State residents should also complete the NYS Tuition Assistance Program (TAP) application. Once the FAFSA results are received, students should set an appointment with the Financial Aid Office to review their award package and the details of the financial plan. Adult Education students may be eligible for a combination of Federal Direct Loans, Pell Grants, and New York State TAP to meet tuition costs.

To remain eligible for Financial Aid, students must maintain satisfactory academic progress toward the standards of the College; these are described below. Students must maintain at least half-time attendance to be eligible for Federal Loans and full-time attendance to be eligible for New York State Grants.

GENERAL INFORMATION FOR THE POST-BACCALAUREATE NURSING PROGRAM

Post-Baccalaureate Nursing Program students should work with the Financial Aid Office in establishing a financial plan. Nursing Program students are eligible to receive Federal and State Financial Aid. Additionally, students may choose to use private student loans, establish a payment plan, or submit tuition reimbursement from an employer. The Financial Aid Office is here to guide students through these steps.

Students applying for Financial Aid must begin by completing the Free Application for Federal Student Aid (FAFSA), as soon as they have completed the Admission process. New York State residents should also complete the NYS Tuition Assistance Program (TAP) application. Once the FAFSA results are received, students will be notified of their eligibility by the Financial Aid Office.

Post-Baccalaureate Nursing students may be eligible for a combination of Federal Direct Loans and New York State TAP to meet tuition costs. Federal Pell Grants are not available, as they are awarded only to students who have not yet earned a bachelor's or professional degree.

To remain eligible for Financial Aid, students must maintain satisfactory academic progress towards the standards of the College; these are described below. Students must maintain at least half-time attendance to be eligible for Federal Loans and full-time attendance to be eligible for New York State Grants.

FEDERAL GOVERNMENT FINANCIAL AID PROGRAMS

Federal Pell Grants. The Higher Education Amendments of 1972 established this Federal Government program. Grants for 2015–16 range from $588 to $5,775 and are based on family need as determined by the government after review of the Free Application for Federal Student Aid (FAFSA).The application is available online at www.fafsa.ed.gov.

Federal Supplemental Educational Opportunity Grants (SEOG). This Federal Government grant program is administered by the College. Grants can range from $200 to $4,000 a year, depending upon need as calculated by the filing of a Free Application for Federal Student Aid(FAFSA) and federal funding provided.

Federal College Work Study Program. Concordia participates in this Federal Government program. Students must file a Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Federal Direct Loan Program. This program offers low-interest loans to help defray the cost of education. For both dependent and independent students the maximum subsidized loan is $3,500 for the first year, $4,500 for second year, and $5,500 for third and fourth years and is based on financial need. For dependent students an additional $2,000 unsubsidized loan is available at all grade levels; for independent students an additional $6000 is available in the first and second years and an additional $7000 in the third and fourth years. Unsubsidized loans can be used in place of subsidized loans in cases where need is not demonstrated. The Free Application for Federal Student Aid (FAFSA) must be filed to determine eligibility. Loan eligibility is limited to matriculated students who are enrolled at least ½ time in their program. Eligible students must maintain satisfactory academic progress (see further in this section). There is a six-month grace period after graduation, withdrawal from the school, or the date at which the student drops below half-time status before repayment of either the subsidized

or unsubsidized loan begins. However, interest accrues on the unsubsidized loan from the date of disbursement or last multiple disbursement. Contact the Financial Aid Office or your loan servicer for further details.

Federal Direct Parent Loan for Undergraduate Students (FPLUS). FPLUS loans are for parent borrowers and provide additional funds for education expenses. The maximum loan is the cost of attendance minus other financial aid. Parents begin repayment of PLUS principal and interest no later than 60 days after the loan is fully disbursed. Parent borrowers may request deferment of repayment until the student's graduation or until the end of the student's six-month grace period; however, interest accrues on the loan the entire period once fully disbursed. Contact the Financial Aid Office or your loan server for further details.

Veterans' Administration. Veterans or children of veterans who seek to make use of government aid in continuing their education may secure pertinent information and assistance from their local Veterans' Administration Office. The Registrar's Office or the Financial Aid Office will help such students whenever necessary. Certification forms should be submitted to the Veterans' Administration through the Registrar's Office.

Yellow Ribbon Program. Concordia College is proud to be recognized by the state and federal government as a Yellow Ribbon Institution, prepared to assist those who have given so much to our country through their service in the armed forces of the United States. As a Yellow Ribbon School, Concordia strives to minimize obstacles facing veterans and ensure they are better able to achieve educational success and to help prepare them for a life beyond the military. Concordia supports the Post 9/11 G.I. Bill for service to this unique constituency of students. Veterans may be eligible for up to 98% in tuition assistance. Please contact the Financial Aid office on how to apply.

Please visit www.studentaid.gov for additional information about federal aid programs for students.

STATE GOVERNMENT FINANCIAL AID PROGRAMS

Tuition Assistance Program (TAP). This program is for New York State residents attending a college in New York State. In 2015-2016 awards ranged from $500 to $5,165 per year. Eligibility is based on net taxable income below $80,000 upon submission of a completed TAP application. Applications are provided by the New York Higher Education Services Corporation and based upon filing of the FAFSA.

NYS Achievement and Investment Merit Scholarship (NY-AIMS) is a newly established $500 merit-based award for NYS high school graduates (since 2014-15) who have achieved academic excellence. Academic excellence means the student has met at least two of the following standards: a) graduated with a 3.3 GPA; b) graduated "with honors" on a NYS Regents diploma or scored 3 or higher on two or more advanced placement exams; and/or c) graduated in the top 15% of the high school class. It is limited to 5,000 awards statewide and requires a separate application from the TAP program as well as a copy of the financial aid award letter from the college the student will attend. Priority will be given to students based on levels of unmet need. The award is renewable for four years of undergraduate study.

Aid for Part-Time Study. This program provides tuition assistance to eligible undergraduate matriculated students in an approved degree program. Applicants must take at least 3, but fewer than 12, credits per semester. Awards are based on New York State's net taxable income, tuition, and funding. Contact the Financial Aid Office for more information.

Regents Award for Children of Deceased/Disabled Veterans. A special application must be filed with the New York State Higher Education Services Corporation in Albany. Documentary evidence to establish eligibility is required with the application. The award may be renewed annually for up to five years, depending on the normal length of the program of study.

State Awards to Native Americans. Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. Provisions of the award are explained in the application.

Yellow Ribbon Program. Concordia College is proud to be recognized by the state and federal government as a Yellow Ribbon Institution, prepared to assist those who have given so much to our country through their service in the armed forces of the United States. As a Yellow Ribbon School, Concordia strives to minimize obstacles facing veterans and ensure they are better able to achieve educational success and to help prepare them for a life beyond the military. Concordia supports the Post 9/11 G.I. Bill for service to this unique constituency of students. Veterans may be eligible for up to 98% in tuition assistance. Please contact the Financial Aid office on how to apply.

Additional State programs may be available. Please visit www.hesc.ny.gov for additional information.

CONCORDIA COLLEGE TRADITIONAL FINANCIAL AID PROGRAMS

Fortress Grants. An institutional grant for students who are active members of a Lutheran congregation; up to $15,000 will be awarded based on academics and need. Awards are adjusted annually based on cumulative grade point average (GPA). All students must maintain a minimum 2.0 cumulative GPA to remain eligible for the Fortress Grant program.

ECAC Grant. Students whose congregations are active members of the Concordia East Coast Association of Congregations will receive an additional grant of $1,000 each year.

Lutheran High School Grants. First-time students who are graduates of Lutheran high schools will receive a grant of $1,000 per year. If the high school participates in the Concordia Choice Program, the student will receive $2,000 per year. These grants cannot be combined and are limited to four academic years. For more information on the Concordia Choice Program please contact the Financial Aid Office.

Concordia Regents and Alumni Scholarships. These scholarships are administered by the Director of Financial Aid in consultation with appropriate individuals designated to give the awards. This scholarship program is designed to give recognition for achievement in the following specific areas:

- Academic Scholarships. Awarded by the Division Dean based on academic performance.
- Athletic Scholarships. Awarded by the Athletics Director and the coach of each sport based on athletic ability.
- Choral Music Scholarships. Awarded by the Director of Choral Activities on the basis of an audition.
- Church Vocation Scholarships. Awarded by Concordia to LCMS students planning to enter professional church vocations programs (Lutheran Teacher Diploma; pre-seminary minor). Students must file an annual Declaration of Intent.
- Church Worker Dependent Grant. Awarded by Concordia to students whose parent is an active, professional LCMS church worker, pastor, called teacher, etc.

Other Concordia Grants and Scholarships. The College offers a variety of grants and scholarships from funds given to the College for these purposes and from endowment funds provided by individuals to aid students attending Concordia. These grants and scholarships from endowment funds and their restrictions, are listed here:

- Abel Family Scholarship. Established in support of students preparing for full-time careers within the Church.
- Alumni Celebrate Students Scholarships. Awarded to seniors with a GPA of 3.0 or higher who demonstrate campus leadership and involvement in academics, athletics, music, or church vocation.

- **Baal (Louise & Robert) Scholarship.** Established as an award to a student who demonstrates a Christian approach to life.
- **Borgen Memorial Scholarship.** Established as an award to a Sophomore, Junior, or Senior student interested in a business career.
- **Bunzel-Koepchen Scholarship.** Established as an award to a Junior student who has exemplified Christian leadership or volunteerism.
- **Maxine Clark Memorial Scholarship.** Established in support of a female student preparing for a career in education.
- **Coiner-Moore Scholarship.** Established for scholarships to church-service students.
- **Concordia Guild Awards.** Presented to a Sophomore, Junior, and Senior for high academic performance and service to Concordia College.
- **Dobberstein Scholarship.** Established to support students in the math or physical education program or intending a career as a teacher in math or physical education.
- **Ergang (Robert & Mildred Overbeck) Scholarship.** Established to provide support for students interested in the study of history.
- **FK Theology Award.** Support for Pre-Seminary students, including scholarships to attend Westfield House—the seminary of the Evangelical Lutheran Church of England—in Cambridge, England.
- **Forster (Lisa & Laura) Scholarship.** Established for students studying to be Lutheran school teachers.
- **Fulling (Anna) Scholarship.** Established for male students studying for the pastoral or teaching ministry of the Lutheran church.
- **Fulling (Edmund & Marguerite) Scholarship.** Established to award Junior or Senior student in the sciences or math.
- **Griessel Scholarship.** Established to award a student who has performed exemplary volunteer work in the prior year.
- **Elizabeth C. Hand Memorial Scholarship.** Established for Teacher Education Program students.
- **Astrid T. and Frederick J. Hanzalek Entrepreneur in Business Scholarship.** The recipient will be a Junior or Senior who demonstrates both an entrepreneurial spirit and a commitment to ethical business practices.
- **Howard Halter Scholarship.** Established for students who have a financial need and a commitment to excellence in humanities and/or church service.
- **Richard W. Heintze Scholarship.** Provides two scholarships, one to a student who exhibits depth of insight in literature appreciation, and the other to a student demonstrating achievement in historical scholarship.
- **Huneke (Frederick & Lillian) Scholarship.** Awarded to a business major who has demonstrated excellence in the area of marketing.
- **William Randolph Hearst Fellows Scholarship.** Established for students who are enrolled in the Concordia Fellows Program with either an English or communications program of study.
- **Jenn's Scholarship.** Awarded to a nursing student who excels academically and aspires to contribute to the nursing profession.
- **Kohler Scholarship.** Established to assist undergraduate students to broaden their global understanding through a scholarship to reduce the cost of study abroad.
- **Kruger Scholarship.** Established to provide scholarships to pre-seminary students pursuing a career of service to the Lutheran Church.
- **Kuechle (Rev. Eugene and Esther) Memorial Scholarship.** Established for the children of Lutheran church workers.
- **Matzat Fund.** Established for ministerial students, preferably from St. Peter's Lutheran Church, Huntington Station, Long Island.
- **Meier Scholarship.** Established to award a student who has exhibited excellence in math-

ematics and Christian commitment to service, along with the potential for leadership.

- Oehlkers Family Scholarship. Established for aid to a Lutheran student, with first preference to a student from Pilgrim Lutheran-Baltimore MD, St. Matthew Lutheran-Secacus NJ, or St. Paul Lutheran-Providence RI.
- Pietruski Fellowship. Established for students who are enrolled in the Concordia Fellows Program with a biology program of study.
- Pietruski Scholarship. Established to make awards to needy students enrolled in professional church-vocation programs.
- Prep Scholarship. Established to provide scholarship support to a male student who exhibits excellence in both academic and athletic pursuits.
- Ross Family Scholarship. Established to provide scholarships to aid church-service teacher education students.
- Reverend Clarence Roth Fund. Established in partnership with Faith Lutheran (Easton, PA) and Grace Lutheran (Queens Village, NY) Churches to benefit members of these and other LCMS congregations to pursue careers in full-time church work.
- The George J. & Dolly M. Ruf Scholarship. Awarded to pre-seminary students, with first priority to a student from the New Jersey District LCMS.
- Ruppar Scholarship. Established to aid students intending a career in church service.
- Scheele Scholarship. Established to aid college students desiring to enter church-service, teacher education, or social vocations.
- E. K. Scherer Fellowship. Established for students who are enrolled in the Concordia Fellows Program with a program of study in international studies or business administration with an international management specialization.
- Rev. William Schiebel Scholarship. Established to provide aid to students preparing for professional church careers; priority is given to minority students from urban centers of the East Coast.
- Schultz Community Scholarship. Established to provide aid to a first-time student from the communities surrounding Concordia College who is preparing for a career in education.
- Schultz (Steven) Scholarship for Excellence in Music. Awarded to an outstanding student in the field of music, selected by the Music faculty; preference given to students at the Junior level.
- Schultz (Steven) Scholarship for Excellence in Music. Awarded to an outstanding student in the field of music, or to a member of the Choir selected by the Director of Music; preference given to a senior.
- Urban Ed-Bayer Scholarship. Provides scholarships to urban Lutheran educators seeking to pursue a Master's Degree in Childhood General and/or Special Education.
- Elinor Urstadt Scholarship. Established to provide assistance to an entering a first-year or transfer student who has demonstrated superior potential for academic success in college.
- Von Runnen Scholarship. Established for students who are planning to enter church vocation programs.
- Von Spreckelsen Scholarships. The Disciple of Christ Award is given to a male student preparing for church ministry; the Ruth Award is given to a female student preparing for the teaching ministry in the Church. Both are designated by the appropriate academic division.
- Weidmann (Rev. Carl & Kathy) Scholarship. Established for a male student intending a career of church service.
- Welz Family Scholarship. Established to support students from LCMS congregations in New Jersey, with priority given to those who come from Redeemer Lutheran Church, Manchester, New Jersey.
- Wittrock (Rev. Theodore) Scholarship. Awarded to a student pursing a church service career.

In addition to the preceding, the following is a list of other endowment funds available to athletes in recognition of their athletic abilities:

- Kaminska Basketball Scholarship Fund
- Meyers (Al & Justine) Tennis Scholarship
- Olson Tennis Scholarship Fund
- Rockhill Scholarship Fund
- Steven Schultz Baseball Scholarship Fund

Other scholarship endowment funds are also available with no specific restrictions other than full-time matriculation status:

- Becker-Ettlinger Scholarship
- Beissler-Winnai Scholarship
- Fosbinder Scholarship
- Kavka Scholarship
- Koepchen Scholarship
- Langenbacher Scholarship
- Muller (August) Scholarship
- Overbeck (George & Katherine)Scholarship
- Overbeck/Koepchen Scholarship
- Overbeck/Ohlhaver Scholarship
- Pherson (John & Ann) Scholarship
- Pyne Scholarship
- RCS Fund Scholarship
- Scheele-Mueller Scholarship
- Steege Scholarship
- Helen Wasch-Klemm Memorial Scholarship

OTHER SOURCES OF FINANCIAL AID

District Aid. The districts of The Lutheran Church—Missouri Synod have funds available for students who are planning to be pastors, teachers, parish workers, or deaconesses in the Church. Most awards are based on need, although some awards are based on academic achievement. Students should consult their pastor or the chairman of their district scholarship committee for complete details, information, and application deadlines.

Local community groups often provide scholarships for hometown students. Consult your guidance office. Also consider your parents' employer, union, fraternal organization to find out if scholarships are offered.

PRIZES

A number of special prizes are awarded annually to deserving students in recognition of their excellence in various academic and student life areas. More information concerning these prizes is available from the Office of the Provost.

EMPLOYMENT

On campus employment opportunities are available to students, with priority given to those who qualify for the Federal College Work Study Program. The Student Worker Application for Employment can be found on the Career Development Center page of the College's website. In addition, the Career Development Center maintains employment resources for students seeking on- and off-campus employment —including childcare, tutoring, retail, and professional positions. All employment opportunities for students can be accessed through CAREERLink, the College's online career management system that hosts our job and internship database. Access to CAREERLink is given to inquiring students after an initial meeting with a counselor in the Career Development Center.

SATISFACTORY ACADEMIC PROGRESS

In response to Federal and New York State laws, Concordia has defined, for purposes of student financial aid, "measurable satisfactory academic progress" as a combination of minimum credits and a minimum grade point average (qualitative) to have been achieved by the end of each academic semester (quantitative). Academic progress will be evaluated each semester on the basis of the following criteria:

- Minimum cumulative grade point average (GPA);

- Successful completion of 67% of total cumulative hours attempted; and
- Successful completion of an academic degree/ program within a specified maximum time frame expressed as hours attempted, not to exceed 150%.

The Federal government also requires Concordia College to monitor the academic progress of non-recipients. It is important to note that satisfactory academic progress during any term in which a students does not have financial aid will be a factor in determining eligibility for aid in subsequent terms. Progress will be monitored and students will be notified if the minimum standards have not been met. For those students enrolled in baccalaureate degree programs, successful completion of 15-16 credits per semester is necessary to graduate in four years. For financial aid eligibility, however, the minimum requirements are as follows:

Start of Semester:	Minimum credits accrued:	Minimum Grade Point Average:
1	0	0.0
2	3	1.3
3	12	1.5
4	24	1.9
5	36	2.0
6	48	2.0
7	60	2.0
8	72	2.0
9	84	2.0
10	96	2.0
11	108	2.0
12	120	2.0

For those students enrolled in associate degree programs, the requirements are as follows:

Start of Semester:	Minimum credits accrued:	Minimum Grade Point Average:
1	0	0.0
2	3	1.3
3	12	1.5
4	24	1.9
5	36	2.0
6	48	2.0

For those students enrolled in Master's degree programs, satisfactory completion of 6 credit hours (or 3 credit hours if half-time) per semester and a 3.0 cumulative GPA is required to remain in good academic standing.

Included in the definition of attempted hours are:

- Credit hours for which students are enrolled AND/OR hours added during the "add/drop period" for the term;
- Credit hours that include marks of: A-F, I, P, W, WP, and WF; and
- Credit hours transferred to Concordia College: A-C and P grades.

Excluded from the definition of attempted hours are:

- Credit hours dropped on or before the end of the add/drop period;
- Credit hours that include mark of AU; and
- Credits hours transferred to Concordia with mark of CR. These hours are counted toward the maximum time frame determination.

Included in the definition of successful completion are:

- Credit hours for which there is a letter grade of A-D and P.

Excluded from the definition of successful completion are:

- Credit hours for which there is no letter grade indicating success completion of coursework, including marks of I and IP; and
- Credit hours transferred to Concordia with marks W, WP, D, and F as these hours are counted toward the maximum time frame.

Explanation of a Withdrawal "W" Grade in Satisfactory Academic Progress (SAP):

Withdrawal occurs	Included for SAP
Before the 1st day of class	Hours not included
1st day through the end of Add/Drop	Credit hours for which the student is enrolled as of the date of withdrawal
After Add/Drop	Credit hours for which the student is enrolled as of the last day of Add/Drop

Repeated coursework—Financial Aid may be awarded only twice for courses repeated to improve a sub-standard grade of D, F, W, WP, or WF. Credit hours will count toward the 150% maximum time frame. A student can receive financial aid for failing grades. Students cannot receive financial aid in an attempt to better their grade that meets the program of study's minimum requirement.

Incomplete grades—No financial aid awards will be made to students until incomplete grades are removed.

Transfer credits—Transfer credits must be included in the maximum time frame. Credits used in transfer determine the student's class level and progress toward a degree even if the student did not receive financial aid at the previous institution.

Additional degrees—Student academic progress for Federal and state aid is reviewed at the end of each semester by the Academic Review Committee, chaired by the Dean of Faculty. If the Committee determines that the student is deficient in attempted hours and an unsatisfactory grade point average, the student has several options to correct the results.

- Students can apply for a Financial Aid Satisfactory Academic Progress Waiver and submit it, along with the required documentation, to the financial aid office. If granted, the student is expected to advance to the appropriate level of academic progress based on the SAP Chart.
- The student can enroll the following semester(s) at his/her own expense, until all deficiencies are made up. If planning to attend a summer session at another college/university, the student must check with the Registrar to ensure the coursework will be transferable/accepted. No federal financial aid can be awarded while a student is on financial aid suspension.

FINANCIAL AID WAIVER

Notification is sent via Concordia e-mail to student who becomes ineligible for financial aid funds due to unsatisfactory academic progress. Federal regulations allow an automatic probation period for a single semester which allows the student to receive Federal financial aid for that term. Continued unsatisfactory academic progress negates eligibility for financial aid. A student may appeal the loss of aid if extenuating circumstances are felt to have caused the unsatisfactory academic progress.

To appeal for reinstatement of aid, the student must submit the SAP Waiver Request Form, supporting documentation, and a plan of action. The request should be received by the Financial Aid Office no later than 7 days prior to the start of the academic term for which the waiver is desired.

FINAL RESPONSIBILITY FOR ADHERENCE TO THESE GUIDELINES RESTS WITH THE STUDENT.

These two simple rules will help ensure that the student will not have an SAP problem.

- Full-time undergraduate students should successfully complete at least 12 credit hours each semester with a grade of "C" or better.

- To remain eligible for Federal aid, students must complete their undergraduate degree within 6 years, even if they did not receive Federal aid in prior periods of enrollment.

NEW YORK STATE PROGRAM PURSUIT AND ACADEMIC STANDING

A matriculated student is considered to be in Good Academic Standing at the end of a term and for the subsequent term if the student meets both Academic Progress and Program Pursuit.

New York State regulations define Program Pursuit as receiving a passing or failing grade in a certain percentage of a full-time course load. A student must complete the specified number of credits for each term. A student is considered to be making Academic Progress if he/she maintains a cumulative GPA above the level defined by Concordia College (see chart below). Students may not receive more than eight (8) semesters of the Tuition Assistance Program (TAP).

CALENDAR: SEMESTER
PROGRAM: BACCALAUREATE PROGRAM

Before being certified for payment	A student must have completed at least this many credits:	With at least this Grade Point Average:	Having completed at least this many credits in the prior semester:
1st	0	0.0	0
2nd	6	1.5	6
3rd	15	1.8	6
4th	27	2.0	9
5th	39	2.0	9
6th	51	2.0	12
7th	66	2.0	12
8th	81	2.0	12

TRANSFER STUDENTS

Transfer students will be placed on the chart based on the number of transfer credits accepted from the student's previous program of study. That assessment and information concerning the number of TAP awards the student had previously received will be used to place the student at the appropriate point on the Concordia College schedule of academic progress.

Placement will be made either with the number of payments received or the number of credits earned—whichever is more beneficial to the student.

FINANCIAL AID CHECKLIST

To assure all reasonable steps to obtain financial aid from Concordia and outside sources have been taken, applicants are encouraged to follow these recommendations:

- Complete Concordia's application for admission and the admission process as early as possible.
- File the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. Priority deadline for all students:

April 1. File online at www.fafsa.ed.gov. Concordia College Institutional Code: 002709.

- New York State residents should link to Tuition Assistance Program (TAP) on the Web (accessed from FAFSA Confirmation page online), when filing their FAFSA online; this speeds the TAP Grant processing time. New York State Higher Education Services Corporation (HESC) will send a postcard or e-mail providing completion instructions to those students who do not file online. Concordia College Code: 2040.
- If you are a member of The Lutheran Church-Missouri Synod and are preparing for a professional church vocation, file the District Aid application.
- Submit high school transcripts by August 1st.

After all forms are processed and the student has been admitted to the College, an Award Notification Packet is sent to the applicant. The applicant must either accept or decline the awards online after submitting the admission deposit.

RETURN OF TITLE IV FUNDS (FEDERAL FINANCIAL AID)

A student has not "earned" all his/her Federal financial aid if he/she withdraws prior to completing 60 percent of the term. A Return of Title IV Funds calculation must be performed. The unearned portion (based on the percentage of the term remaining) of the aid is returned to the lender or aid program. For example, if a student completes only 20 percent of the term, then he or she has failed to earn 80 percent of the Federal financial aid that was disbursed, or could have been disbursed, prior to the withdrawal. If the return of the funds creates a balance due on the student's account, the student will be responsible to pay the balance on the account. Funds included in the Return of Title IV Funds process are: Unsubsidized Federal Loans, Subsidized Federal Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and other Federal Grants. In some cases, students may owe a portion of the funds.

In these cases, Concordia College will return the student's portion to avoid a Federal "overpayment". The student will then be responsible for the balance on the Concordia College account. Payment must be made prior to the end of the withdrawal semester. For further information, contact the Student Accounts Office.

NEW YORK STATE FUNDS

New York State does not have a regulation regarding pro-rating state awards. Concordia College will use the state award to offset any balance the student owes the school. However, the student will not be eligible for TAP the following semester.

NOTIFICATIONS AND AUTHORIZATIONS FOR FINANCIAL AID

Federal regulations indicate that schools have 30 days in which to notify students/parents that their loan(s) have been disbursed to the student's account. All notifications will be sent to the student's Concordia College e-mail address. It is the student's responsibility to notify a school within 14 days from disbursement if he/she wants the loan cancelled or reduced.

Federal Regulations require that the College have written authorization on file to use Federal student aid funds to:

- pay for allowable charges other than tuition, fees, and room and board, or hold a Federal student aid credit balance. Any credit balance created by Federal funds must be paid within 14 days after the balance occurred on the student account, assuming it occurred after the first day of classes.
- apply Federal student aid funds toward minor prior-year charges.

STUDENT LIFE

MISSION

Student Life facilitates students' intellectual, vocational, emotional, social, spiritual, and physical development by promoting leadership and providing services and programs that support and challenge each student.

The Student Life Staff aims to:

- Provide students with the opportunity to experience and develop life and leadership skills that complement and support their academic studies and prepare them to contribute to their communities.
- Identify, support, and advocate students' interests and needs.
- Provide and model creative leadership through programming, training, and problem- solving.
- Provide opportunities and increase involvement in spiritual development and intercultural programs and activities.
- Provide students with opportunities where they can practice skills, explore values, and consider solutions to community and global issues.

The faculty-established Student Life Committee, made up of students, faculty, Dean of Students and the Vice President of Student Development, institutes guidelines and recommends policies in the area of Student Life. Specific policies are published in the College's Student Guide, a copy of which is available to each student via the internet.

STUDENT DEVELOPMENT

All who work in Student Life are responsible for providing developmental opportunities and programs designed to enhance the student's total educational experience. Areas included are first-year and new student orientation, first-year advising and mentoring, the peer tutoring program, and psychological counseling.

FIRST-YEAR AND NEW STUDENT ORIENTATION

The aim of first-year and new student orientation is to help students in their initial adjustments to college life. The program begins with a one-day orientation program in June or July and continues for three days just prior to the beginning of classes in the fall. Parents are encouraged to attend the special programs planned for them in June or July and on the first day of fall orientation.

The program for new students includes presentations and discussions; meeting faculty, advisors, staff members, administrators, and fellow students; social activities; and testing. The testing program provides information on each student's educational background, interests, and abilities, which helps administrators and the faculty better serve the student's needs. These areas are so important that the College requires all new students to participate. A modified new student orientation program is conducted for students entering in the spring semester.

MENTORS, ADVISORS, AND ACADEMIC CONSULTANTS

All students are assigned an advisor to serve as their academic consultant and/or mentor during their first year at Concordia. Students then choose a program of study and are advised by an academic consultant in that program. The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

CENTER FOR STUDENT SUCCESS

The Center for Student Success (CSS) is a resource-rich environment lead by a team of professionals who provide developmental programs and individualized support to enhance the holistic

success of every student. The Center for Student Success includes academic counselors, peer tutors and mentors, writing center, career development center, counseling center, and the international student services office. The support services of the CSS are free of charge.

THE STUDENT SUCCESS PROGRAM

Designed to parallel Concordia College's mission to engage and nurture a diverse student body, an holistic approach effectuated in the student success program will prepare students for their college experience by raising academic and personal standards of excellence. This program challenges students to examine their purposeful goals in higher education while developing the foundational skills necessary to succeed. Developing and practicing academic skills along with attention to building a greater knowledge base are emphasized to engage students' higher order skills in critical thinking, synthesis, analysis, and problem-solving. This program is open to all students who need supplemental support to succeed in college. Admission to the program is determined by committee.

The goals of the program are to help students:

1. Improve learning with attention to its process with guided practice and support
2. Build reading, writing, and mathematics comprehension level and scope
3. Set and prioritize long and short term tasks and goals
4. Build on knowledge developed in Integrated Learning Course sequence to actualize individualized achievement plans germane to self-assessment of task mastery and goal realization
5. Incorporate academic skill techniques to facilitate better note-taking, examination strategy, time and stress management

PEER TUTORING PROGRAM

The Peer Tutoring Program connects upper-level student tutors who have been recommended by faculty with students in need of individualized or small group tutorial assistance for a course. There is no charge for this service. Students seeking tutors make a formal request for this service through the Center for Student Success.

JOHN BAHR WRITING CENTER

To support the goals and objectives of the Writing Across the Curriculum Program (see The Concordia Experience section), The Writing Center, located on the third floor of the George House, offers supplemental instruction in writing to students in all disciplines. The writing specialists who form the Center's staff work with students in various aspects of writing (ranging from organization, development, and research methods to mechanical and proofreading skills). Students who exhibit poor writing skills receive individualized instruction and extensive practice in the fundamentals of writing. Other students benefit from working with a writing specialist on a particular assignment during the writing process.

CAREER DEVELOPMENT CENTER

The Career Development Center provides students with the tools and resources to plan for a successful and rewarding vocation. The Center works with students during all phases of their academic career, including:

- One-on-one career advisement for students as they choose a program of study
- Identifying careers of interest
- Researching graduate schools
- Setting life goals
- Implementing individualized plans for lives of service to church and community.

College student worker applications and internship guidelines can be found on the Career Development Center page of the College's website. CAREERLink, an online career management tool that enables

students and alumni to search and view employers, jobs and internships, can also be accessed from the Center's web page. Students benefit from the personalized attention that is given to them as they plan for an internship, prepare their résumé and cover letter or search for a full-time job.

The College's many contacts continue to expand opportunities for students with corporations such as ABC, NBC, MTV, PepsiCo, The New York Botanical Garden, IBM, Carnegie Hall, the United Nations, the International Olympic Committee, Westchester County Medical Center, Ernst and Young, Merrill Lynch, Office of the Governor of New Jersey, Our Savior Lutheran School, The Westchester County Department of Mental Health and many more. Services of the Career Development Center continue to be available to Concordia alumni for a lifetime.

WELLNESS CENTER

The Wellness Center is available to students who may be overwhelmed, stressed, or confused by the many choices and decisions they have to make in adjusting to college life. Students can get help learning new coping skills, ways to reduce feelings of anxiety and increase self-awareness so they are better able to take advantage of the many opportunities Concordia has to offer. The Wellness Center is confidential and services are provided free of charge.

INTERCOLLEGIATE ATHLETICS

Concordia College-New York competes in NCAA Division II as a member of the Central Atlantic Collegiate Conference. We sponsor men's teams in cross-country, basketball, soccer, tennis, baseball, and golf and women's teams in cross country, basketball, soccer, volleyball, tennis, and softball. The entire Concordia community is encouraged to support our Concordia Clippers.

HEALTH SERVICES

The Student Health Center, located on the top floor of Schoenfeld Campus Center, is available to all full-time students. The Student Health Center is staffed by a Registered Nurse and a Nurse Practitioner. A nurse practitioner is an advanced-practice nurse, authorized and licensed to make medical diagnoses, prescribe medications, and perform physicals and well-woman exams. The Student Health Center offers complete primary health care services including laboratory services. Hours of operation are posted. The Health Center staff has a collaborating physician for consultation and referral.

The Student Health Center maintains routine office hours. Students can call the Health Center at x2243 to schedule an appointment. Fees for physicals, well-woman exams, and individual vaccines may be paid at the time of service or charged to the student's account. Full-time students are charged $35 per semester to cover routine visits and over-the-counter medications/ supplies dispensed at the Health Center.

Any student may make arrangement for treatment by a healthcare provider of his or her choice; however, the College assumes no responsibility for the cost of such professional services. Students are not fully registered until the College receives all completed medical forms, required immunization records, and the Meningitis disclosure form. The form must be signed by the student and primary care provider. Student athletes must have an annual physical each year prior to their participation in intercollegiate practice or competition. Nursing Students must also have an annual physical prior to their participation in clinical practice.

IMMUNIZATION

All students (full-time and part-time) born after January 1, 1957, are required by New York State law to demonstrate proof of immunity against measles, mumps, and rubella. Proof of immunity is defined as two doses of MMR or two of measles and one each of rubella and mumps. Documentation of required immunizations is a one-time requirement and should be provided as soon as possible upon the student's decision to attend the College. No student may register or attend classes until this requirement is met.

HEALTH INSURANCE

All students are required to have their own comprehensive health and hospitalization insurance. Those who do not provide evidence of health and hospitalization insurance prior to the beginning of classes and waive (decline) the College-offered insurance by going online to the insurance portal, will be charged the full-year premium and enrolled in the College-offered insurance. Information that includes the cost of the annual premium is sent to all new, full-time students and returning students before the start of the fall semester. Information is also available in the Student Health Center. All international students are required to purchase health and hospitalization insurance from the College student insurance provider and will be billed accordingly. Because Concordia is a member of the NCAA, student athletes are protected if they sustain an injury while participating in a college sports activity, under a blanket Sports Catastrophic Accident Insurance policy. This policy does not take the place of the requirement for the student athlete to provide evidence of their own health and hospitalization insurance prior to the first day of classes.

SPIRITUAL LIFE

Concordia recognizes that the Christian life is a total commitment to the person of Jesus Christ. It is toward this realization the College's worship and service programs are oriented.

CHAPEL

Worship is central to life at Concordia. In gathering together as the Body of Christ, Christians praise God, renew their dependency upon Him and are empowered for His witness and service. The entire campus community is invited for worship each weekday from 10:30-10:50am in the Schultz Chapel. Led by a wide range of faculty, staff, and students, chapel offers a variety of worship styles and musical offerings such as morning prayer, hymn sings, chancel dramas, meditations, homilies, and jazz matins. Holy Communion is celebrated each Wednesday.

RELIGIOUS ACTIVITIES

Students, faculty, and staff who are interested in spiritual life have opportunities to meet weekly to plan activities including outreach events, volunteer programs, retreats, etc. In addition to chapel, a number of informal gatherings for worship and Bible study can be found on- and off-campus. Look for details in the The Clippings, student activities calendar, and other postings on bulletin boards around campus.

SPIRITUAL CONCERNS

The faculty include and ordained ministers are trained to counsel in spiritual matters. The Campus Chaplain oversees and coordinates spiritual life, daily chapel and campus worship, as well as service learning experiences and mission trips, and is available to discuss spiritual matters. The Campus Christian Ministries coordinates spiritual life programs. Additional information is available from the Student Life Office.

CHURCH ATTENDANCE

While students are away from home at college, they are actively invited and encouraged to attend and support a local home church, especially a nearby Lutheran congregation. Information on local churches is available in the Student Guide. Concordia recognizes that growth in the Christian life is a total commitment to the person of Jesus Christ. It is toward this realization the College's worship and service programs are oriented.

STUDENT ACTIVITIES

The purpose of the student activities program is to complement the academic program of studies and enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, religious, recreational, and governance programs.

STUDENT GOVERNMENT ASSOCIATION

All full-time students are members of the Student Government Association, Student Government Association Executive Board, Student Senate, Inter-Greek Council; which consists of executive, legislative, and judicial branches. The Association serves as a liaison between the student body and the administration and faculty. Students serve on various committees contributing to the governance and continuing development of Concordia College.

STUDENT ORGANIZATIONS

Clubs and organizations, formed by students with common interests and objectives, flourish at Concordia:

- Student Government: Executive Board, Student Senate, Inter-Greek Council; Committees on Issues and Voting, and Outreach
- Communications: The Arcade (yearbook), The Prelude (Fellow's journal), and The Clippings (electronic newspaper)
- Culture/Fine Arts: Tour Choir, Festival Choir, Gospel Choir, Chapel Choir, Chamber Ensembles, Music and Talent Club, Multicultural Club, and Dance Team.
- Campus Clubs and Organizations: Alpha Sigma Chi, Delta Omega Pi, Theta Zeta Upsilon, Omega Psi Eta, Christian Campus Ministries
- Social/Recreational: Commuter Council, International Club, Student Activities Committee, and Intramurals
- Academic Clubs: Biology Club, Psychology Club, Alpha Mu Gamma Foreign Language Honor Society, Alpha Sigma Lambda Adult Education Honor Society, Kappa Delta Pi Honor Society, Nursing National Honor Society, National Student Nursing Association, Social Work Club

INTRAMURALS

The purpose of intramurals is to enhance each participant's fitness, personal skills, and enjoyment. Concordia provides a wide variety of recreational activities to meet the needs of students, faculty, and staff. All members of the campus community have access to the gymnasium; indoor and outdoor tennis courts; baseball, softball, and soccer fields; and a fitness and sports training center.

SOCIAL EVENTS

The Student Activities Committee, the residence staff, and various clubs and organizations plan, organize, and promote social and entertainment events. The goal is to develop individual self-awareness, interpersonal effectiveness, and responsible citizenship.

SCHOENFELD CAMPUS CENTER

Schoenfeld Campus Center meets the needs of students in the areas of evening food services; leisure time and recreational opportunities; and social, cultural, and intellectual programs. The lower level features a mail room, student lounge, study lounge, game room with pool tables and ping-pong, flat-screen TV's, The Brickyard (café), and The Coop (campus store). The upper level contains a multi-purpose performance facility, Health Services, Radiological Technology labs and an open gym.

THE COOP

The Coop is Concordia's campus store. Open Monday through Saturday, The Coop sells school supplies, clothing, snacks, personal sundries, and other items.

INTERNATIONAL STUDENT SERVICES

Concordia has built an opportunity for all students to broaden their view of the world by providing an international dimension through the curriculum and composition of the student body. The College actively promotes international cultural and educational interchange.

The Director of International Student Programs, Dean of Students, Director of English Language Cross-Cultural Bridge, and International Student Advisors advise and support international students and are available in matters related to government regulations, U.S. Citizenship and Immigration Services (USCIS), housing, employment, academic, athletic, and personal matters.

The International Student Services offices are located on the first floor of Sieker Hall. The International Club supports and celebrates diversity on campus through student activities such as dinners, dances, fashion shows, and service and outreach programs.

INFORMATION TECHNOLOGY SERVICES

From high-speed Internet access to personal file space and email, IT Services is Concordia's technology resource. IT Services offers a wide variety of services to the campus community.

Concordia Offers high-speed wired and wireless Ethernet computing network connected to the Internet. Service is available in classrooms, computing sites, and residence halls. This provides flexible and mobile access to Concordia's computing resources and the Internet.

IT Services operates several computing sites across campus. All users must have a valid User ID for machine use in the sites. Sites include The Writing Center, referred to in the previous section, which supports "Writing Across the Curriculum" and Scheele Memorial Library's Information Commons. Microsoft Office, e-mail, and printing services are available through any of the computers available to students in the Information Commons. Additionally, the Krenz Academic Center houses a 20-workstation, PC-based instructional lab, and the New Media classroom and production studio are designed for instruction in digital media and content design.

Personal help on the use of these services is provided by experienced computer lab assistants during regular Library hours. Technical advice may also be obtained from the IT Services office, located in the Krenz Academic Center, during normal working hours. For a more detailed student orientation, please view the Student Computing Guide found on the ITS section of the College website.

RESIDENCE LIFE

The Residence Life Office at Concordia College strives to help shape a living-learning community that supports residents' academic, personal, and spiritual growth. Residence Life seeks to challenge students to explore new ideas, new ways of thinking, and the ways in which they can serve others. Through these efforts, Residence Life hopes to develop resilient, whole persons who can adapt successfully to the college environment and to the communities they will enter in the future.

Residence Life Staff

The members of the Residence Life staff work closely with the Dean of Students in implementing the College's Residence Life policies. Residence Counselors (RCs) and Resident Assistants (RAs) in each building are responsible for providing and maintaining a living learning environment that enhances the mission and philosophy of the Residence Life Program. RCs are professional, live-in staff members responsible for the overall condition of the residence halls. RAs are students, selected on the basis of reliability and responsibility, who advise a section or floor of the residence hall. RAs are responsible for peer mentoring, programming, conflict resolution, crisis intervention, policy enforcement, and attending to the day-to-day details of residence hall life. Overall, RAs work with the RCs and to create an academically successful, safe and healthy residential community.

SECURITY

Concordia maintains a formal security system coordinated by the Director of Campus Safety. The office is open during business hours and an operator is on duty 24 hours a day. At night, the campus is patrolled by security guards. The College offers an escort service upon request for its students, faculty, staff, and visitors.

FOOD SERVICES

All full-time resident and commuting students are required to be on a meal plan. Special dietary requirements can be satisfied through consultation with the Manager of Food Services.

RESIDENCE HALL CLOSURES/ VACATION SCHEDULE

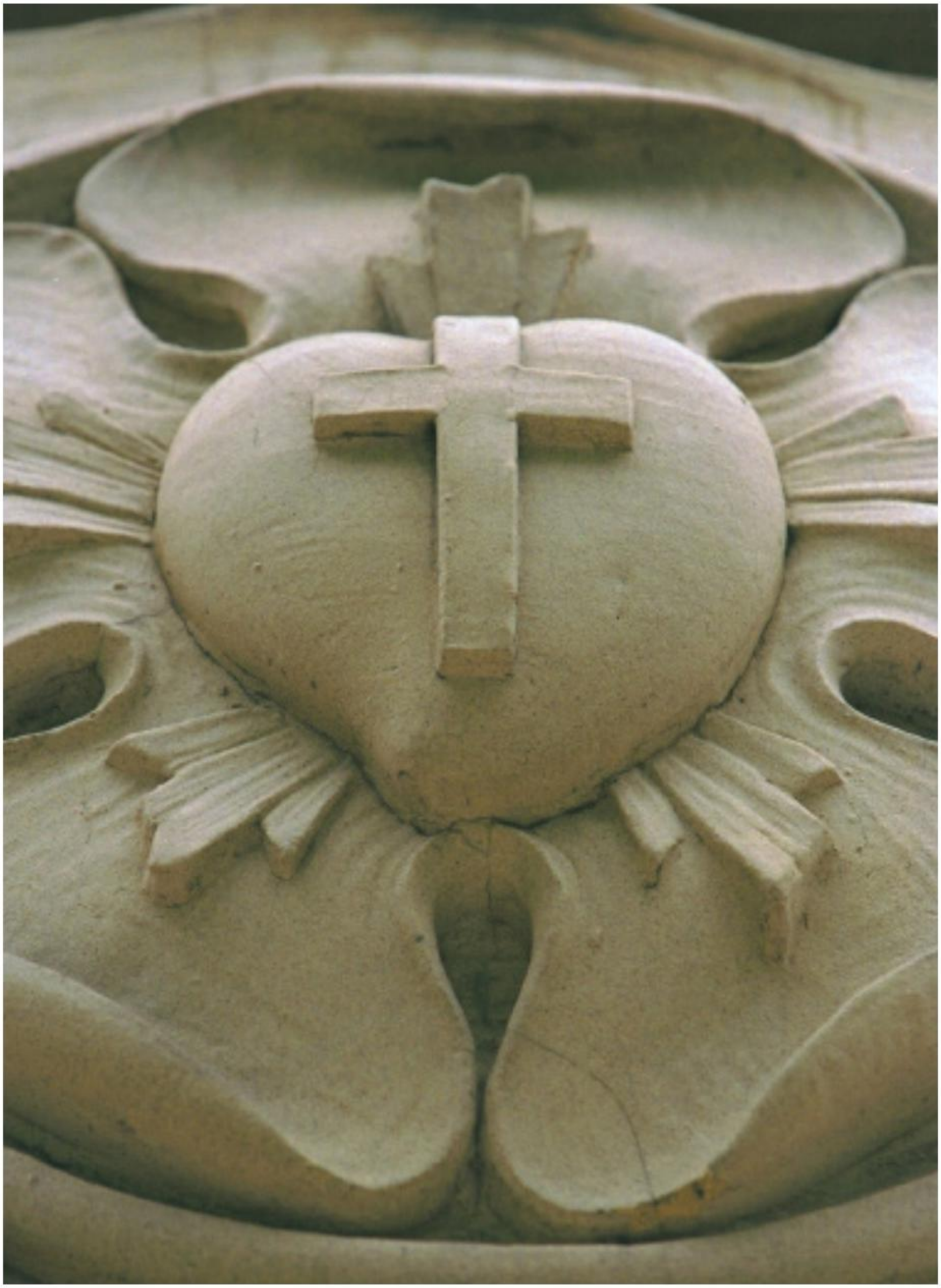
Residence hall closures are communicated to students by the Residence Life Staff at the beginning of each semester.

STUDENT GUIDE

The Student Guide contains an alphabetical index of need-to-know information, policies, procedures, descriptions of services available, disciplinary guide, and phone directories. Each new full-time student is provided a copy of the Student Guide. The Guide is also available in electronic format on the Intranet. All students are responsible for knowing its contents.

SCHOOL CLOSINGS

Although rare, the College may close or delay opening due to weather emergencies. In such cases, information will be posted on the College's website, announced on the radio at 103.9FM/1230AM WFAS, 100.7 WHUD, Channel 4 WNBC-TV, and cable Channel 12. It will be posted online at www.concordia-ny.edu, www.wfas.com, and www.nbc.com. It will also be broadcast on the College's main number, (914) 337-9300.



ACADEMIC DIVISIONS

ARTS & SCIENCES

J. Thoms, Dean
J. Adams, S. Arat, K. Behr, W. Broderick, R. Berry, K. Bucher, T. Chan-Grullon, L. Dalgish, R. Das, K. Fitzgerald, T. Foss, G. Fuhrmann, K. Galchutt, E. Geiling, V. Graham, A. Hill, J. Hollmann, M. Kearns, L. Leach, J. Loase, J. Nista, J. Pinto, P. Sauer, S. Simpson, D. Sorrentino, K. Zissouli

The division offers degrees in Biology, English, Health Studies, History, International Studies, Interdisciplinary Studies, Music, Psychology, Radiologic Technologies, Social Sciences, and Social Work. Each major affords students opportunities to develop emphases according to their interests and career objectives. The Interdisciplinary Studies major requires students to select two or three concentrations from among Art, Drama, English, History, Math, Music, New Media, Psychology, Theology, Signature, Sociology, and Writing. The Signature concentration is an individually-created concentration developed by the student, and their advisor.

Radiologic Technologies offers a Baccalaureate Program (B.S.) pre-licensing program prepares graduates to sit for the American Registry Radiological Technologist (ARRT) certification and the New York State licensing exam.

The Social Work Program is accredited by the Council on Social Work Education (CSWE) and offers a B.S. in Social Work with a one-year advanced standing nationally in M.S.W. programs.

BUSINESS

W. Salva, Dean
G. Carrino, R. Fitzgerald, M. Hymes, E. Y. Lee, P. Rothman

The Business Program offers degrees in the following areas: a Master of Science in Business Leadership (M.S.), a Bachelor of Science in Business Administration (B.S.), and a two-year Business Administration (A.A.S.). It also offers a broad range of courses in business, computer information systems, and economics in support of other Programs. The Business Program is accredited by the International Assembly for Collegiate Business Education (IACBE).

TEACHER EDUCATION

S. Squires, Dean
D. Carter, G. Dresser, C. Frank, E. Jung, J. Maulbeck, N. Morgan, K. Roe

This Division offers Programs in undergraduate and graduate teacher education. The NCATE-accredited Teacher Education Program offers a B.A. in Early Childhood, Childhood, and Middle Childhood-Generalist. It also offers General/Special Childhood Education (grades 1-6) and Early Childhood Special Education M.S.Ed. (Birth – 2). Lutheran Teacher Diploma or Christian Teacher Certificate.

NURSING

K. Flaherty, Dean
L. Alfano, K. Bourgeois, R. Camille, C. Corcoran, H. Dill, S. Ferman-Orlofsky, A. Kornobis, L. Kulk, A. Simmons, S. Tighe

The Division of Nursing offers three Baccalaureate Programs in nursing: traditional Undergraduate, Post-Baccalaureate, and RN-BS Completion programs. The Nursing Programs build upon the liberal arts and sciences. The Nursing Pre-Licensure Programs prepare graduates to sit for the National Certification and Licensing Examination for Registered Nurses (NCLEX-RN). The Nursing Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

ADULT EDUCATION

W. Salva, Dean
A. Heath, J. Saa-Tomala

Adult Education offers programs in the adult learning model, centered in the liberal arts curriculum. Programs offered are an A.A. in Liberal Studies; a B.A. in Behavioral Science; and B.S. in Business Administration, Health Care Administration, and Health Studies. All courses are offered in an accelerated format.

THE CONCORDIA EXPERIENCE

The Concordia Experience immerses students in a rich liberal arts education grounded in the Christian faith and Luther's vision of education as vocation. At the heart of this learning experience is the transformative search for what is good, beautiful, and true. Through an array of cross-disciplinary and integrated courses, students engage in an exploration of the human experience. They study various approaches in multiple disciplines and engage in free inquiry, critical and creative thinking, complex reasoning, and effective communications. This cluster of essential skills empowers students to meet the challenges of their entire curriculum as they transform into cultivated, ethical, and productive citizens of the world.

The Concordia Experience builds on the premise that learning is dynamic and interactive. The goals of The Concordia Experience are as follows:

- engaging students with the Christian faith and its implications for contemporary life;
- helping students discover and/or affirm their vocation;
- enabling students to appreciate the breadth of the liberal arts and developing depth in chosen disciplines;
- nurturing appreciation for diverse and interdisciplinary perspectives;
- equipping students with skills and knowledge that promote independent and lifelong learning;
- challenging students to put theory into practice;
- inspiring students to explore new avenues for learning; and
- providing opportunities for students as they work with advisors and mentors to develop an Individualized Graduation Plan and make The Concordia Experience their own.

The mission and purpose of Concordia College-New York is realized through The Concordia Experience—an holistic academic endeavor in which students develop an Individualized Graduation Plan comprised of the following components:

I. THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE

The foundational core of liberal arts courses is designed to promote and enhance effective living and learning in the contemporary world.

II. EXPERIENTIAL LEARNING

Experiential Learning engages students in integrated, active learning through study trips, fieldwork, "city-as-text"opportunities using the classroom of New York City, internships, community service, independent research, and more.

III. PROGRAM OF STUDY

Students select a major in Biology, Business, Education, English, Health Studies, History, International Studies, Liberal (Interdisciplinary) Studies, Nursing, Psychology, Radiologic Technologies, Social Sciences, or Social Work. Each major affords students opportunities to develop emphases according to their

interests and career objectives. The Liberal (Interdisciplinary) Studies major requires students to select two or three concentrations from among Art, Drama, English, History, Math, Music, New Media, Psychology, Theology, Signature, Sociology, and Writing. The Signature concentration is an individually-created concentration developed by the student, and their advisor.

IV. EXPLORATION AND ENRICHMENT SEQUENCE

Students develop depth in specific areas of interest through support courses and electives identified by faculty and explore new areas of interest opened through the Concordia Distinctive and programs of study. For a list of support courses and electives within your program of study, see Bachelor Degree Programs section.

V. CAPSTONE EXPERIENCE

The Capstone requires a culminating research, writing presentation and/or performance experience that provides opportunity to weave together the curricular threads of an individual student's learning activity.

Concordia College faculty commit to providing students the highest quality liberal arts education that fulfills the College's mission to "engage and nurture a diverse student body in a Christ-centered, value–oriented, liberal arts education…"

I. THE CONCORDIA DISTINCTIVE– LIBERAL ARTS CORE

The Concordia Distinctive which is the common, liberal arts core of Concordia College is required of all students in undergraduate majors. Its primary goal is to introduce students to the rich range of liberal arts perspectives, knowledge, and skills, which are necessary for success in all areas of contemporary life, including personal and professional growth. More specifically, it stresses and strengthens the Institutional Student Learning Outcomes of Concordia College, through an integrated curriculum specified as Integrated Learning Courses or ILC.

ILC courses integrate knowledge from different disciplines within individual courses. There are multiple courses identified as ILC throughout the Distinctive which are based in different academic categories. Further integration between all areas of knowledge, experience, and values, throughout the students' Concordia Experience, is the over arching principle of the Concordia Distinctive, and a model for successful and meaningful living in the contemporary world.

The Concordia Institutional Student Learning Outcomes are:

1. Articulate the Christian Faith and Ethos
2. Communicate Effectively
3. Navigate a Diverse World
4. Demonstrate Knowledge Acquired throughout the Concordia Experience
5. Employ Complex Reasoning through Critical and Creative Thinking
6. Apply Ethical Standards.

Concordia Distinctive Courses (40 credits)

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior —Select one from:		
ECO 263	Microeconomics	3
PHI 101	Introduction to Philosophy	3
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3
Living with the Arts —Select one from:		
HUM 100	Living with the Arts *	3
ART 222	World Art*	3
MUS 215	Fundamentals of Music *	3
NMC 232	Introduction to New Media *	3
Mathematical Reasoning—Select one from:		
MAT 120	Mathematics for Liberal Arts	3
MAT 121	Introduction to Probability and Statistics	3
MAT 201	Precalculus	3
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3

* This course is an Integrated Learning Course (ILC)

Theological Foundations

FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3

World Cultures—Select one from:

ART 222	World Art* (unless used under the LWAT category)	3
ENG 241	World Literature	3
MUS 209	World Music	3
NMC 234	World Cinema	3
THE 252	World Religions	3

* This course is an Integrated Learning Course (ILC)

II. EXPERIENTIAL LEARNING (EXL)

Experiential Learning engages students in opportunities to extend learning activities beyond the traditional classroom. At Concordia, Experiential Learning (EXL) is a supervised learning model designed to integrate formal learning and personal experience through a cycle of knowledge/preparation, activity/experience, and reflection/review. Methods for EXL may include independent learning, problem-solving, project work, activity participation, field work and community placement, prior learning, leadership opportunities and/or training, creative performances, service learning, and personal development. Each first-time college student entering the College beginning with the fall 2006 semester will earn no fewer than 6 credits in EXL as part of their 122-credit graduation requirement. Refer to program advisor for EXL requirements within your degree.

A transfer student entering as of Fall 2009 is required to earn no fewer than 3 EXL credits. Credits may be earned in one-, two-, or three-credit opportunities which vary from semester to semester. No more than half these credits may be earned in on-campus opportunities. EXL opportunities may include internships, field work, study abroad, service learning, city-as-text, study trips, and independent research. Descriptions of specific EXL opportunities for credit offered in a given semester are provided in the syllabus. Students may freely elect to fulfill the EXL requirement by engaging in opportunities not directly connected to their program, and they are encouraged to make choices that are fully integrated with their Individualized Graduation Plan.

III. PROGRAMS OF STUDY

Concordia's Programs represent the dimension of depth in a student's academic focus. Specific requirements for each program are found on subsequent pages of this section of the Catalog. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following degree programs are registered by the New York State Education Department:

GRADUATE DEGREE PROGRAMS

Digital Media (1099) M.A.

Accounting (0502) M.S.

Business Analytics (0599) M.S.

Business Leadership (0506) M.S.

Digital Marketing (0509) M.S.

General/Special Childhood Education (0808) M.S.Ed.

Education Early Childhood Special Education (0808) M.S.Ed.

POST-BACCALAUREATE PROGRAM

Nursing (1203) B.S.

UNDERGRADUATE DEGREE PROGRAMS

Behavioral Science offered in the Accelerated format (4901) B.A.

Biology (0401) B.A.

Business Administration offered in the Accelerated format (0506) B.S.

Business Administration (0506) B.S.

Education

- Early Childhood (0823) B.A.
- Childhood (0802) B.A.
- Middle Childhood Generalist (0804) B.A.

English (1501) B.A.

Health Care Administration offered in accelerated format (1202) B.S.

Health Studies offered in accelerated format (1299) B.S.

Health Studies (1201) B.S.

History (2205) B.A.

Interdisciplinary Studies (4901) B.A.

International Studies (2210) B.A.

Music (1005) B.A.

Psychology (2001) B.A.

Radiologic Technologies/Science (1225)B.S.

Nursing (1203) B.S.

• RN Completion Program (1203.1)B.S.

Social Sciences (2201) B.A.

Social Work (2104) B.S.

ASSOCIATE DEGREE PROGRAMS

Liberal Arts offered in the Accelerated format (5649) A.A.

Business Administration (5004) A.A.S.

Liberal Arts (5649) A.A.

Pre-Deaconess (5623) A.A.

IV. EXPLORATION AND ENRICHMENT SEQUENCE

The Exploration and Enrichment Sequence is comprised of those credits, normally about 40, that remain after satisfying the requirements of The Concordia Distinctive and the Program of Study. The purpose of the Exploration and Enrichment Sequence is to encourage:

a. enrichment through support courses and electives for the program of study;
b. realization of personal goals;
c. exploration of personal interests;
d. exploration of post-graduation objectives; and
e. development of a sense of vocation and social responsibility.

The Exploration and Enrichment Sequence consists of academic requirements that enhance the Individualized Graduation Program, including the possibility of a double program of study and/or involvement in the Fellows Program of the College, as well as other experience-related items such as field work, volunteer activities, athletic involvement, activity involvement, summer employments, summer study, study abroad, portfolio development, and internships.

PRE-PROFESSIONAL OPPORTUNITIES

Concordia offers advisement for those students who wish to prepare for specific vocations within the degree programs offered by the College.

PRE-LAW. Pre-Law advisement is available for students interested in careers in the legal professions. The Pre-Law advisor is Laura Grevi. Further details are found in the Curriculum Supplements section.

PRE-MEDICAL, PRE-PHYSICAL THERAPY. Dr. Karen Bucher is the advisor for students interested in careers in the health-related sciences. Advisement on courses to take and admission requirements for graduate-level programs is available.

PRE-SEMINARY. Rev. Paul Sauer is the pre-seminary director. The pre-seminary program is described in the Curriculum Supplements section.

SPORTS MANAGEMENT. Students in Sports Management will complete course work which will prepare them for entry into graduate degree programs for Sports Management. Please see the Curriculum Supplements section.

INTERNSHIP. Upper-level students are encouraged to enter into internship arrangements with businesses and professional agencies in the Westchester County/New York City area which provide experiential enrichment for every academic program. A student internship for academic credit is under the direction of a faculty sponsor. Information regarding the internship program is available from the Director of The Career Development Center.

COLLABORATIVE ADVANCE STUDIES

In a new partnership between Concordia College-New York and Valparaiso University (Valparaiso, IN), Concordia New Media undergraduates can gain early entry to Valparaiso's Graduate Program in Digital Media or Sports Media and take graduate classes in their fourth year at Concordia.

- Master of Science in Digital Media
- Master of Science in Sports Media
- Master of International Commerce and Policy

CERTIFICATES:

The following certificate areas may be completed by students who are in any program of study. The classes may be taken as electives and are designed to be useful to students wishing to improve specific skills, expand career opportunities, or prepare for graduate study.

- Business Certificate
- Child Abuse Identification and Reporting Certificate
- New Media Communications and Digital Production Certificate
- New York State Coaching Certificate
- Sports Management Certificate

V. CAPSTONE COURSE/EXPERIENCE

The Capstone course/experience is required of all Concordia students and usually takes place in the Senior year within the specific program of study. It involves a project that integrates knowledge and skills from the courses in the Academic Program, the Exploration and Enrichment Sequence, and The Concordia Distinctive. This project will demonstrate that Concordia graduates have achieved the goals of The Concordia Experience as outlined in this Catalog. For the Capstone Course/Experience in your Program of Study, see Bachelor Degree Programs section.

RUBRICS FOR THE CONCORDIA CAPSTONE COURSE/EXPERIENCE

1. The capstone course/experience usually takes place in the Senior Year and may be a one- or two semester course/experience.
2. The minimum credit for a capstone course/experience is 3 credits and the maximum is 6.

3. The capstone course/experience will feature a written proposal, which demonstrates breadth and depth (Distinctive and Program goals), that must be formally endorsed by the entire department/program.
4. The WAC course must be a pre- or co-requisite to the Capstone course/experience.
5. The project/experience must be connected to a course (it might be a course in itself, or might be an extra-credit project arising from a 300- or 400-level course).
6. The capstone course/experience must include a measurable product—Paper/Project/Portfolio/Performance—which demonstrates the Writing Process and meets Concordia's Writing Standard.
7. Part of the project, when appropriate, will include a public presentation.
8. The capstone course/experience, wherever possible, will have an external evaluation.
9. Departments/Programs will have the flexibility of adjusting their specific needs to the aforementioned.

WRITING ACROSS THE CURRICULUM

A distinctive mark of an educated person is the ability to think critically. That ability is significantly developed and demonstrated by writing (planning, generating sentences, and revising). To promote students' development as effective thinkers and writers, the faculty adopted a "Standard of Writing" and established Writing Across the Curriculum.

STANDARD OF WRITING FOR CONCORDIA STUDENTS

The criteria for evaluating written communication include: 1) subject matter, 2) use of rhetorical modes, 3) organization and development, 4) mechanics, and 5) style or expression.

1. The subject matter of an effective written communication is relevant and accurate. At its best, the handling of subject matter will both demonstrate what the writer has learned and be instructive.
2. Rhetorical modes: Effective written communication reflects the ability to illustrate, compare, and contrast, analyze, define, and argue.
3. An effective written communication is well organized and well developed. The purpose is clearly indicated. The thesis is clearly stated and amply supported by facts, examples, and illustrations. The writer uses paragraphing appropriate to logical division and organization of ideas. Sentences are constructed to communicate correctly the logical relations of the ideas in the sentences.
4. Effective communication is relatively errorless in mechanics. The mechanics of writing include correct usage of standard English grammar, spelling, punctuation, syntax, and the accepted usage for numbers, abbreviations, italics, and general format.
5. The style or expression of an effective written communication is engaging and contains fluent transitions, tight and fresh phrasing, varied sentence structure, and a tone that enhances the purpose.

By the end of their third year, the student should be competent in items 1 through 4. The student should be developing a more refined sense of style (item 5) during their third and fourth years. The above applies to any form of written communication (essays, exams, reports, business communications, research writing).

Effective written communication of research contains additional characteristics. The writing:

1. reflects the ability to choose and evaluate source materials;
2. shows appropriate use (as to choice and length) of direct quotation when citing sources. The writing manifests appropriate and accurate use of the paraphrase and the summary;
3. demonstrates a synthesis of original ideas based on an understanding of sources; and
4. uses each discipline's adopted format for documentation.

DESIGNATED WRITING PROCESS COURSES

COURSE NUMBER	COURSE TITLE	CREDITS
ART 350	Art in Gallery and Museum	3
BIO 330	Topics in Biology and Chemistry	3
BUS 336	Organizational Behavior	3
COM 100	Using Language to Inform	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade	3
EDU 329	Method and Materials for Teaching Reading/Language Arts II	3
ENG 2XX	Language Arts	3
ENG 213	Introduction to Poetry	3
ENG 381	Critics, Criteria, and Criticism	3
HEA 381	Legal and Ethical Aspects of Health Care	
HIS 216	Survey of American History Since the Civil War	3
MAT 311	Development of Mathematical Thought and Methods	3
MUS 302	History & Literature of Music II	2
NMC 431	Advanced Projects in New Media	3
NUR 341	Contemporary Issues in Nursing	2
PSY 251	Cognitive Psychology	3
RAD 281	Law and Ethics	3
THE 332	Issues in the New Testament	3
SOC 330	Topics in Sociology	3
SWK 322	Social Work Processes I	4

COM 100, 101, and at least one course in a student's program are each identified as a Designated Writing Process Course. These courses are designed to:

1. Introduce the concept of writing as a tool for critical thinking through informal or expressive writing assignments;
2. Teach the process of transforming writing for self to writing for others through prewriting, writing, and rewriting;
3. Stress the value of collaborative learning and writing through peer review sessions; and

4. Provide advice and practice in the principles of Concordia's Standard of Writing through formal or transactional writing assignments.

INFORMATION KNOWLEDGE ACROSS THE CURRICULUM

Concordia College's approach to information literacy parallels the philosophical underpinning of the College's Writing Across the Curriculum. Specifically, the College supports an approach that integrates writing and, in this case, the access and use of information throughout the curriculum. This model intentionally builds on knowledge and skills students develop as they progress through The Concordia Experience-Liberal Arts Core.

Information Knowledge Across the Curriculum Model has a multi-level approach:

1. Information Literacy–the ability to use the library to find basic information (first-year through COM 110)
2. Information Competency–the ability to evaluate and use information (second/third years through discipline-specific course)

   Designated Information Competency Courses

   BIO 414 History, Process, and Methods
   BUS 336 Organizational Behavior
   EDU 272 Classroom Applications of Instructional Technology
   ENG 213 Introduction to Poetry
   HEA 234 Health Care Management
   HIS/SOC 314 The Civil Rights Movement
   MAT 246 Introduction to Mathematical Programming
   MUS 301 History and Literature of Music
   NUR 431 Research, Theory, and Evidence Basis for Nursing Care
   NMC 431 Advanced Projects in New Media
   THE 332 Issues in the New Testament
   SWK 311 Social Welfare as a Social Institution
3. Information Fluency–the ability to synthesize and integrate information from a variety of sources (fourth year through the capstone)

ACADEMIC PROTOCOLS

UNDERGRADUATE PLACEMENT TESTING

All incoming students, including transfer students, must take and achieve satisfactory scores on a mathematical skill placement test during orientation.

Mathematics: Placement of incoming students, including transfer students, in mathematics courses is based on performance on the mathematical skill placement test, as well as on grades in 9th grade algebra and 11th grade trigonometry, SAT mathematics scores, high school GPA, and, in the case of transfer students, performance in any college mathematics courses. Students may be required to take Mathematics (MAT) T091, Basic Mathematical Skills, or MAT 100, Intermediate Algebra, in preparation for a mathematics class to satisfy graduation requirements. MAT T091 appears as transcript credit, but does not apply to degree credits.

English: All transfer students are required to take the English Proficiency Evaluation (EPE). Transfer students who do not achieve satisfactory scores on the EPE will be required, as appropriate, to take courses in the Communication sequence.

UNDERGRADUATE TRANSFER CREDIT

Normally, for students transferring into Concordia, transfer credit is granted for those courses taken at an accredited institution where a minimum grade of C has been earned. Only credits transfer; grades are not transferable and are not included in a student's cumulative grade point average. Concordia accepts credits in transfer that are applicable to the student's Program of Study. The normal requirement is that a minimum of 30 semester hours of credit and at least one-third of the credits required in a program of study must be completed at Concordia that offers the degree program. The Registrar is charged with implementing institutional and departmental policies regarding transfers.

UNDERGRADUATE GRADING SYSTEM

Achievement in courses is indicated by letter grades, each of which carries with it the quality point award indicated:

A	Excellent/Outstanding	4.0 quality points for each credit.
A-	Extremely Good	3.67 quality points for each credit.
B+	Very Good	3.33 quality points for each credit.
B	Good	3.0 quality points for each credit.
B-	Almost Good	2.67 quality points for each credit.
C+	Above Average	2.33 quality points for each credit.
C	Average/Satisfactory	2.0 quality points for each credit.
C-	Almost Satisfactory	1.67 quality points for each credit.
D+	Significantly Below	1.33 quality points for each credit. Average/Poor
D	Barely Passing/Very Poor	1.0 quality points for each credit.
F	Fail	0.0 quality points for each credit.
P	Pass. Credit toward graduation, but not counted in computing the grade point average (GPA).	

CR Credit awarded. Credit toward graduation, but not counted in computing the grade point average (GPA).

TC Transfer Credit. Credit toward graduation, but not counted in computing the grade point average (GPA).

IP In Process. No credit and no quality points.

I Incomplete. A grade given when a student, with the consent of the instructor, postpones the submission of certain required work or when a student misses part of his or her work because of circumstances beyond his or her control. To qualify for the assignment of the incomplete grade, the student must initiate and submit a schedule for course completion to the instructor by the last class meeting of the course. If this request for extension procedure is not followed, the instructor shall assign a grade on the basis of the work completed by the last day of the semester.

AU Audit. No credit and no quality points.

W Withdraw (before mid-semester). No credit and no quality points.

WP Withdraw Pass (after mid-semester with a grade of D or better). No credit and no quality points.

WF Withdraw Fail (after mid-semester). Same academic penalty as F.

XT Exempted via equivalent competency; no credit and no quality points.

Remedial credit (not applicable toward a degree).

Unless so noted, courses may not be repeated for additional credit. Courses may be repeated after the initial attempt to gain additional mastery of the subject matter or to raise the course grade. When a course is repeated, only the highest grade and associated quality points are calculated into the student cumulative grade point average.

UNDERGRADUATE GRADE REPORTS & APPEALS

Unless directed otherwise, grades are available to students via Banner, the College's administrative software system. Copies of grade reports will be sent to others only at the written request of the student. Students seeking to initiate the formal appeal process regarding a grade given for a specific course must observe the following procedures:

1. Contact the Instructor
   The student must contact the instructor no later than 14 business days after the grade was posted to discuss the grade and its components as defined in the course syllabus.
2. Meet with the Dean of Students
   If the grade remains in dispute, the student must contact the Associate Dean for Student Development to review the substance of the dispute and be advised regarding potential next steps. If appropriate, the Associate Dean will arrange a meeting with the instructor and the student. The Associate Dean will request that both the instructor and the student bring documentation to this meeting. The instructor should provide proper documentation to verify how the student's performance was evaluated. The student should provide copies of all documents that support his or her appeal, including copies of the disputed work(s). When appropriate, the Associate Dean for Student Development may invite the student's advisor to this meeting or organize a follow-up meeting with the advisor, the student, and the instructor.

3. Request a Review by the Division Dean
   If the issue is still not resolved, the student must write a clear and concise letter of appeal to the Division Dean outlining the dispute and requesting a review. Along with the letter, the student must also submit copies of the disputed work. The Division Dean will initiate a meeting with the student to review the case. Upon further investigation, the Division Dean shall give a recommendation to the Dean of the College. The decision of the Dean of the College shall be final.

UNDERGRADUATE POLICIES REGARDING WITHDRAWAL FROM A COURSE

Once a student has registered for a given semester, all withdrawals from a traditional semester course are made by filing the proper form with the Registrar's Office. For non-traditional courses (Adult Education program, Online programs, Nursing program, etc.), formal notification to the Program Director is required to initiate the withdrawal process. The list below reflects policies for registrations in a traditional fall or spring semester; accelerated, online, or summer term course withdrawals will vary depending on the calendar dates each course is scheduled to meet. Contact the Registrar's Office or Program Director for details on course withdrawal policies/deadlines.

1. During the first two weeks of the semester, students may add or drop courses subject to availability of the courses the student desires to add. However, during the second week, a student adding a course must obtain the signature of the instructor.
2. From the beginning of the third week through the end of the first week after the mid-semester date, students who withdraw from a course will be assigned a grade of W. This grade does not carry academic credit nor does it result in academic penalty. However, it can affect your Satisfactory Academic Progress.
3. From the beginning of the second week after mid-semester until the end of the third week before the end of the semester, students who withdraw from a course will receive a grade of WP or WF.
4. During the last two weeks of the semester, all withdrawals will result in a grade of F.
5. All unauthorized withdrawals from a course will result in a grade of WF. Failure to attend a class for which a student is registered or unofficial notification to the instructor does not constitute withdrawal from a course and will result in an administrative "F" ("WF" grade).

UNDERGRADUATE DEAN'S LIST HONORS

Dean's List recognition is granted to a full-time student, registered for 12 or more gradable credits (i.e., A-F grading), whose grade point average for the semester equals or exceeds 3.500. Note: Students granted the option of an "I" grade are not eligible for Dean's List honors in that semester.

UNDERGRADUATE CLASS STANDING

The class standing of a matriculated student is calculated based on the number of degree credits accrued as follows:

Freshman	0.00–26.99 credits
Sophomore	27.00–58.99 credits
Junior	59.00–90.99 credits
Senior	91.00 or more credits

UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS

Concordia has defined "measurable satisfactory academic progress" as a combination of minimum credits and a minimum grade point average to have been achieved by the start of each semester. For those students enrolled in baccalaureate degree programs, the requirements are as follows:

At the start of semester	Minimum credits accrued	Minimum Grade Point Average
1	0	0.0
2	6	1.7
3	18	1.8
4	33	1.9
5	48	2.0
6	63	2.0
7	78	2.0
8	93	2.0
9	108	2.0
10	120	2.0

For those students enrolled in associate degree programs, the requirements are as follows:

At the start of semester	Minimum credits accrued	Minimum Grade Point Average
1	0	0.0
2	12	1.5
3	26	1.7
4	44	1.9
5	62	2.0

Student academic progress is reviewed at the end of each semester by the Academic Review Committee, chaired by the Dean of Academic Affairs for Traditional Undergraduate Programs, to determine whether students may be retained in their academic programs at Concordia. In cases where the Committee determines that satisfactory academic progress has not been maintained, the student may be placed on academic probation until the next review, or the student may receive an academic dismissal. Upon the first dismissal only, a student may appeal for reinstatement to the Division Dean who, on behalf of the Committee and after meeting with the student, may grant reinstatement. Students reinstated are expected to use the next semester to reach the retention standard in effect at the time of dismissal.

All transfer students with less than an institutional GPA of 2.0 shall be subject to the protocols of Academic Review.

UNDERGRADUATE REQUIREMENTS FOR GRADUATION

Concordia College confers undergraduate degrees on students who have completed an approved program of studies with a minimum average grade of C, a grade point average (GPA) of 2.0 on a 4-point scale. The various academic programs may have additional grade requirements. Each student is expected to be familiar with the academic regulations of the College and the particular requirements for his or her educational program. The student has the sole responsibility for complying with regulations for meeting degree requirements as set forth in this Catalog and as amended from time to time.

The normal requirement is that a minimum of 30 semester hours of credit and at least one-third of the credits required in a program of study must be completed at Concordia. A student must make a formal application for graduation and subsequently receive the recommendation of the division that offers the degree program.

The specific requirements for each program and degree are listed under programs of study. Bachelor degree programs require a minimum of 122 semester hours of credit. Associate degree programs require 62-66 semester hours of credit. Concordia posts degree completions in December, May, and August.

UNDERGRADUATE GRADUATION PARTICIPATION

Concordia has one graduation ceremony yearly, at the conclusion of the traditional spring semester. Students are eligible to participate in the first graduation ceremony following successful completion of all academic graduation requirements. (It is assumed for graduation purposes that the student will successfully complete the courses in which he or she is currently registered.) A student's financial obligations to the College must be satisfied to participate in Commencement exercises. Failure to satisfy financial obligations by April 20 will result in prohibition from participation in commencement exercises.

GRADUATION WITH HONORS – BACHELOR PROGRAMS

Concordia recognizes overall academic achievement by graduating students summa cum laude (if the GPA is 3.9 or higher), magna cum laude (if the GPA is 3.7 or above), and cum laude (if the GPA is 3.5 or above). The applicable designation appears on the graduating student's diploma.

MASTER'S PROGRAM GRADING SYSTEM

Achievement in courses is indicated by letter grades, each of which carries with it the quality point award indicated:

A	4.0 quality points for each semester hour of credit.
A-	3.7 quality points for each semester hour of credit.
B+	3.3 quality points for each semester hour of credit.
B	3.0 quality points for each semester hour of credit.
B-	2.7 quality points for each semester hour of credit.
C	2.0 quality points for each semester hour of credit.
P	Pass. Credit toward graduation, but not counted in computing the grade point average (GPA).

TC Up to 6 credits in Transfer are allowed following an evaluation and recommendation by Program Director.

F No credit and no quality points, but the credits attempted are counted in computing the grade point average (GPA).

IP In Process. No credit and no quality points.

I Incomplete. A grade given when a student, with the consent of the instructor, postpones the submission of certain required work or when a student misses part of his or her work because of circumstances beyond his or her control. To qualify for the assignment of the incomplete grade, the student must initiate and submit a schedule for course completion to the instructor by the last class meeting of the course. If this request for extension procedure is not followed, the instructor shall assign a grade on the basis of the work completed by the last day of the semester.

AU Audit. No credit and no quality points.

W Withdraw (before mid-semester). No credit and no quality points.

WP Withdraw Pass (after mid-semester with a grade of C or better). No credit and no quality points.

WF Withdraw Fail (after mid-semester). Same academic penalty as F.

Unless so noted, courses may not be repeated for additional credit. Courses may be repeated after the initial attempt to gain additional mastery of the subject matter or to raise the course grade. When a course is repeated, only the highest grade and associated quality points are calculated into the student's cumulative grade point.

MASTER'S GRADING POLICY

A student's grade point average (GPA) on the transcript reflects all grades earned at Concordia College and transferred credits only. Financial Aid regulations require the College to be able to determine when a student has completed a course and earned the grade assigned.

A	(4.0) an earned grade that indicates mastery of the knowledge, attitudes, and skills as stated in the objectives for the course. Work is exemplary and demonstrates research, reflection, and communication skills eligible for professional publication and/or presentation.
A-	(3.7) an earned grade that demonstrates the student has above average knowledge, attitudes and skills as stated in the objectives for the course and is close to mastery. Work is well above average, demonstrating research, reflection, and communication skills eligible for professional presentation.
B+	(3.3) an earned grade that demonstrates the student has proficient knowledge, attitudes and skills as stated in the course. Student work is above average, demonstrating research, reflection, and communication skills eligible for professional presentation.
B	(3.0) an earned grade that indicates acceptable knowledge, attitudes, and skills as stated in the objectives for the course yet not superior but is satisfactory. The student demonstrates acceptable work in research, reflection, and communication skills.

B-	(2.7) an earned grade that indicates that the student has not yet made satisfactory progress in mastering the knowledge, attitudes, and skills as stated in the objectives for the course. Work demonstrating research, reflection, and communication skills has not met the average expectation for a Master's student. Education Program students receiving a B- in a course will need to repeat the course at their own expense.
C	(2.0) an earned grade that indicates that the student has not yet made satisfactory progress in mastering the knowledge, attitudes, and skills as stated in the objectives for the course. Work demonstrating research, reflection, and communication skills has not met the average expectation for a Master's student. Education Program students receiving a C in a course will need to repeat the course at their own expense.
F	(0) an earned grade that indicates that the student's progress in mastering the knowledge, attitudes, and skills as stated in the objectives for the course is unsatisfactory and that the student does not have the necessary background for advanced courses based on performance in the present course. A grade of F includes incomplete work and/or products lacking evidence of research, reflection, and/or communication skills.

A	95-100%
A-	91-94%
B+	87-90 %
B	81-86%
B-	76-80%
C	73-76%
F	Below 72%
I	indicates that the student's work in the course is incomplete.

COMPLIANCE WITH EDUCATION PROGRAM CERTIFICATION EXAMS:

At the completion of 12 credits, students will take the Academic Literacy Skills Test (ALST). If the test is not passed, students will be required to meet with an advisor to develop a plan for retaking the test. A 1-credit professional writing course may be required to assist students with NYS Certification exams.

All MS Early Childhood Special Education, Special Education, General Childhood / Special Education, and Childhood (initial certification only) students are required to take the ALST (Academic Literacy Skills Test) 1) on or before accumulating 15 graduate ED credits AND, preferably 2) prior to moving onto ED methods courses. Any student that fails the ALST must meet with his or her advisor to work out a Student Success Plan. This plan may include, but is not limited to:

- attendance at mandatory workshops,
- enrollment in additional coursework for professional writing (EDU 538),
- writing support via the John Bahr Writing Center or tutoring as provided or available by Concordia College, CITE or Montessori locations,
- meetings with an advisor.

All MS Early Childhood Special Education, Special Education, General Childhood/Special Education student teachers must take AND pass the ALST before their student teaching seminar and student teaching placement. The New York Safety Net will not be accepted by Concordia College in place of the ALST for student teaching.

In addition, students without initial NYS certification are strongly encouraged to student teach in the semester prior to the completion semester so they may submit the NYS edTPA with the support of the program faculty. Any student who does not pass the edTPA will be required to meet with an advisor to develop a plan for retaking the exam.

Students in the 5-year program are required to take the ALST in their Junior year. Any student who does not pass this test will meet with an advisor to develop a plan for retaking and passing the test.

INCOMPLETES

It is expected that all required work be submitted the date it is due. If all the requested material for a course has not been submitted by the final session, the student will fail the course for not having met all the objectives of the course. Occasionally, however, an emergency or other extenuating circumstance may prevent students from completing assigned work. Under such circumstances an "I" may be assigned at the discretion of the instructor. The instructor will complete the "Incomplete Form" that delineates for the student the work that needs to be completed and the new due date, which is NOT to exceed two weeks. When the work is completed, the instructor will submit the Incomplete Form changing the "I" to the appropriate grade. If the "I" has not been satisfied by the due date on the Incomplete Form, the student will receive an "F" for the course.

GRADE REPORTS & APPEALS

Unless directed otherwise, grades are available to students via Banner, the College's administrative software system. Copies of grade reports will be sent to others only at the written request of the student. Students seeking to initiate the formal appeal process regarding a grade given for a specific course must observe the following procedures:

1. Contact the Instructor
   The student must contact the instructor no later than 14 business days after the grade was posted to discuss the grade and its components as defined in the course syllabus.
2. Meet with the Director of Master's Special Education Program
   If the grade remains in dispute, the student must contact the Director of Master's Special Education Program to review the substance of the dispute and be advised regarding potential next steps. If appropriate, the Director will arrange a meeting with the instructor and the student. The Director will request that both the instructor and the student bring documentation to this meeting. The instructor should provide proper documentation to verify how the student's performance was evaluated. The student should provide copies of all documents that support his or her appeal, including copies of the disputed work(s). When appropriate, the Director may invite the student's advisor to this meeting or organize a follow-up meeting with the advisor, the student, and the instructor.
3. Request a Review by the Division Dean
   If the issue is still not resolved, the student must write a clear and concise letter of appeal to the Division Dean outlining the dispute and requesting a review. Along with the letter, the student must also submit copies of the disputed work. The Division Dean will initiate a meeting with the student to review the case. Upon further investigation, the Division Dean shall give a recommendation to the Dean of the College. The decision of the Dean of the College shall be final.

MASTER'S PROGRAM POLICIES REGARDING WITHDRAWAL FROM A COURSE

Once a student has registered for a given semester, all withdrawals from a traditional semester course are made by filing the proper form with the Registrar's Office. For non-traditional courses (Adult Education, Online programs, Nursing program, etc.), formal notification to the Program Director is required to initiate the withdrawal process. The list below reflects policies for registrations in a traditional fall or spring semester; accelerated, online, or summer term course withdrawals will vary depending on the calendar dates each course is scheduled to meet. Contact the Registrar's Office or Program Director for details on course withdrawal policies/deadlines.

1. During the first two weeks of the semester, students may add or drop courses subject to availability of the courses the student desires to add. However, during the second week, a student adding a course must obtain the signature of the instructor.
2. From the beginning of the third week through the end of the first week after the mid-semester date, students who withdraw from a course will be assigned a grade of W. This grade does not carry academic credit nor does it result in academic penalty. However, it can affect your Satisfactory Academic Progress.
3. From the beginning of the second week after mid-semester until the end of the third week before the end of the semester, students who withdraw from a course will receive a grade of WP or WF.
4. During the last two weeks of the semester, all withdrawals will result in a grade of F.
5. All unauthorized withdrawals from a course will result in a grade of WF. Failure to attend a class for which a student is registered or unofficial notification to the instructor does not constitute withdrawal from a course and will result in an administrative "F" ("WF" grade).

MASTER'S PROGRAM DEAN'S LIST HONORS

Dean's List recognition is granted to a full-time student, registered for 6 or more gradable credits (i.e., A-F grading), whose grade point average for the semester equals or exceeds 3.500. Note: Students granted the option of an "I" grade are not eligible for Dean's List honors in that semester.

MASTER'S PROGRAM TRANSFER CREDIT

After a student has successfully completed at least 12 credits in Concordia's graduate education program, up to six transfer credits may be accepted in satisfaction of Concordia's requirements, if earned at a grade level of at least 3.0 within the past five years at an accredited graduate program. Up to 9 credits may be transferred upon approval of the Dean of Teacher Education. A student may transfer up to 9 credits in the Masters of Science -Business Leadership program.

MASTER'S PROGRAM SATISFACTORY ACADEMIC PROGRESS

Academic review for students in the proposed program will be conducted on an ongoing basis. The office manager will review and maintain student files. At the end of each semester, any teacher candidate with a cumulative average at or below 2.7 will be placed on probation and must meet with an advisor. A 3.0 must be maintained for teacher candidates to remain in the program. If the GPA remains below 3.0 for two subsequent semesters, the student may be dismissed from the program.

REQUIREMENTS FOR MASTER'S PROGRAMS GRADUATION

Concordia College confers degrees on students who have completed an approved program of studies with a minimum average grade of B, a grade point average (GPA) of 3.0 on a 4-point scale.

Each student is expected to be familiar with the academic regulations of the College and the particular requirements for his or her educational program. The student has the sole responsibility for complying with regulations for meeting degree requirements as set forth in this Catalog and as amended from time to time.

The Master's Degree in Education requires that a minimum of 29-38 graduate credits are taken at Concordia depending upon program. Concordia may accept graduate transfer credit–6 credits maximum (exceptions require Dean of Teacher Education approval)–with a grade of B or above required (see below).

A student must make a formal application for graduation and subsequently receive the recommendation of the division that offers the degree program. Concordia posts degree completions in December, May, and August.

MASTER'S PROGRAM GRADUATION PARTICIPATION

Concordia has one graduation ceremony yearly, at the conclusion of the traditional spring semester. Students are eligible to participate in the first graduation ceremony following successful completion of all academic graduation requirements. (It is assumed for graduation purposes that the student will successfully complete the courses in which he or she is currently registered.) A student's financial obligations to the College must be satisfied to participate in Commencement exercises. Failure to satisfy financial obligations by April 20 will result in prohibition from participation in commencement exercises.

MASTER'S PROGRAM GRADUATION WITH HONORS

Concordia recognizes overall academic achievement by graduating students summa cum laude (if the GPA is 3.9 or higher), magna cum laude (if the GPA is 3.7 or above), and cum laude (if the GPA is 3.5 or above). The applicable designation appears on the graduating student's diploma.

DIVISION OF ARTS AND SCIENCES

J. Thoms, Dean

J. Adams, S. Arat, K. Behr, W. Broderick, K. Bucher, T. Chan-Grullon, L. Dalgish, R. Das, K. Fitzgerald, S. Fraser, G. Fuhrmann, K. Galchutt, E. Geiling, V. Graham, A. Hill , J. Hollmann, M. Kearns, L. Leach, J. Loase, J. Nista, T. Paterna, J. Pinto, P. Sauer, D. Sorrentino, K. Watson, K. Zissouli

ASSOCIATE DEGREE PROGRAMS

LIBERAL STUDIES, A.A.

LIBERAL ARTS • PRE-DEACONESS

BACHELOR DEGREE PROGRAMS

BIOLOGY, B.A.

ENGLISH, B.A.

HEALTH STUDIES, B.S.

HISTORY, B.A.

INTERNATIONAL STUDIES, B.A.

INTERDISCIPLINARY STUDIES, B.A.

ART • DRAMA • ENGLISH • HISTORY • MATHEMATICS • MUSIC • NEW MEDIA
PSYCHOLOGY • SIGNATURE • SOCIOLOGY • THEOLOGY • WRITING

MUSIC, B.A.

PSYCHOLOGY, B.A.

BEHAVIORAL • COUNSELING • HEALTH

RADIOLOGIC TECHNOLOGIES, B.S.

SOCIAL SCIENCES, B.A.

SOCIAL WORK, B.S.

MASTER'S DEGREE PROGRAM

DIGITAL MEDIA M.A.

ASSOCIATE DEGREE PROGRAMS

LIBERAL ARTS

ASSOCIATE IN ARTS DEGREE

The requirements for the A.A. degree for the general liberal arts student are those listed under The Concordia Distinctive. The student chooses electives to complete the 62 credit hours required for the degree.

LEARNING OBJECTIVES

1. To connect various fields of learning in the liberal arts;
2. To demonstrate the self-discipline necessary to learn beyond the classroom;
3. To demonstrate an understanding of the world from a liberal arts perspective;
4. To use foundational analytical, critical thinking and communication skills developed in the Concordia Distinctive—Liberal Arts Core;
5. To demonstrate creative problem-solving.

LIBERAL STUDIES CORE COURSES (62 CREDITS):

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior—Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	

Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	

* This course is an Integrated Learning Course (ILC)

Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

* This course is an Integrated Learning Course (ILC)

PRE-DEACONESS

ASSOCIATE IN ARTS DEGREE

The Deaconess training program provides theological, practical, and communal foundations for service in the church. Women may prepare to be Deaconesses in several ways. The most common form of preparation for Concordia students involves two years of study at Concordia, followed by two years at Concordia University, River Forest, IL or Valparaiso University, Valparaiso, IN, and a year of internship. Deaconess graduates from those schools receive a Bachelor of Arts degree and a Deaconess Diploma.

The following curriculum prepares a student for transfer to either program. The student can consult the pre-Deaconess academic consultant for further information. The Office of Admission can provide the names of Deaconesses familiar with the program who are willing to discuss vocational plans with interested students.

THE CONCORDIA DISTINCTIVE

A. Integrated Learning Courses (20 credit hours)

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior—Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	

Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	

* This course is an Integrated Learning Course (ILC)

Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

* This course is an Integrated Learning Course (ILC)

BIOLOGY MAJOR

BACHELOR OF ARTS DEGREE

DESCRIPTION

The Biology Major provides a flexible program of academic work in the natural sciences. As a student completes his or her study of biology and other sciences, the student will develop skills to interpret scientific data, to make use of inductive scientific methods and to integrate understandings with those arrived at from other disciplines. The student's program is determined by the student's strengths and interests in the areas of biological theory and research, health related and medicine, environmental issues, and teaching science.

MISSION STATEMENT

The Biology Major at Concordia strives to develop depth of knowledge and appreciation for the natural sciences. The variety of science courses provided enables the student to determine and successfully achieve their personal and academic objectives. A graduate of the biology program will understand and appreciate the importance of scientific inquiry for the future from a faith-based, value-oriented perspective.

LEARNING OBJECTIVES

6. to acquire a general appreciation of the development of science throughout history;
7. to cultivate analytical and critical thinking in their study of scientific phenomena, applying the scientific method;
8. to develop laboratory skills by using various techniques and equipment;
9. to examine structure, function, and interrelationships of living organisms within the context of their environmental settings;
10. to find, evaluate, and use scientific literature appropriately; and
11. to discuss the importance of being responsible, moral, and ethical members of society.

DEGREE REQUIREMENTS

Concordia Distinctive–Liberal Arts Core	40
Experiential Learning	6
Required Major Courses	34
Required Support Courses	11
Exploration and Enrichment Sequence	31
Total Credits = 122 (minimum)	

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE:

The Concordia Distinctive-Liberal Arts Core:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior—Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2

* This course is an Integrated Learning Course (ILC)

Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

* This course is an Integrated Learning Course (ILC)

MAJOR REQUIREMENTS:

- A grade of C or better in all required courses.
- A student may choose to do a senior biology research project.

REQUIRED MAJOR COURSES:		34
A grade of C or better in all required courses.		
BIO 207	Biology I	4
BIO 208	Biology II	4
BIO 200	Level or above 200	
BIO 330	Topics in Biology and Chemistry (WAC req)	3

CAPSTONE		
BIO 414	Biology: History, Process & Methods (WAC req)	3

Students wishing to focus on Health and Medicine or Ecology areas may select from either or both areas in meeting their BIO electives program.

Health and Medicine related Areas:		
BIO 215	Heredity and Society	3
BIO 255	Foods and Nutrition	3
BIO 271	Human Anatomy and Physiology I	4
BIO 272	Human Anatomy and Physiology II	4

BIO 285	Human Sexuality	3
BIO 302	The Cell	3
BIO 373	General Microbiology	4
BIO 381	Biochemistry	3
BIO 405	Genetics	3
BIO 408	Parasitology	3

Ecology Related Areas:

BIO 226	Conservation and Pollution Biology	3
BIO 231	Earth History	3
BIO 313	Entomology	3
BIO 321	General Ecology	3
BIO 373	General Microbiology	4
BIO 381	Biochemistry	3
BIO 404	Marine Biology	3
BIO 405	Genetics	3
BIO 408	Parasitology	3

EXPLORATION AND ENRICHMENT SEQUENCE:		24

REQUIRED SUPPORT COURSES:		11
CHM 201	General Chemistry I	4
CHM 202	General Chemistry II	4
MAT 121	Probability and Statistics	3

Additional recommended courses

CHM 301	Organic Chemistry I	4
CHM 302	Organic Chemistry II	4
PHY 211	Theory of Physics I	4
PHY 212	Theory of Physics II	4
MAT 201	Precalculus	3
MAT 210	Calculus I	4

ENGLISH MAJOR

BACHELOR OF ARTS DEGREE

DESCRIPTION:

The English Program promotes strong critical thinking, writing, and communication skills. Consequently, Concordia English Program graduates excel in many professions, including advertising, editing, journalism, public relations, research, teaching, and writing. It has also proved a strong program for students interested in the pastoral ministry, the legal profession, and/or a master's degree in business administration or government services.

MISSION STATEMENT

The Program's Mission is to ensure that Concordia students become good communicators and critical thinkers who are able to synthesize information and make informed, ethical decisions.

LEARNING OBJECTIVES

The English faculty assumes responsibility for advisement of the English Major with the view that students who successfully complete this program shall:

1. Communicate Effectively: Students in the English Major demonstrate effective oral, written, electronic, verbal and non-verbal communication skills throughout the program; their progress is evident in their portfolios.
2. Appreciate Literature: Students in the English Major experience literature in breadth in survey courses and in critical depth through specialized topic courses. Recognizing the need for the literary arts to work in harmony with other arts and sciences, students demonstrate the breadth and depth of their literary knowledge throughout the program, culminating in their Capstone.
3. Think Critically and Ethically: From the first core courses, students in the English Major are challenged to produce work that requires moral and ethical reasoning. They gather, assess, analyze, and evaluate source material and then craft their own cogent, persuasive argument. These students are expected to debate, synthesize, and sometimes dramatize texts that foster a global perspective and encourage them to examine the world and themselves.
4. Use Their Own Talents: English students demonstrate development of their own unique talents and interests in the creative arts as they learn how to use their talents in the "real world" through experiential learning courses and internships.

Concordia Distinctive–Liberal Arts Core:	40 credits
Experiential Learning	6 credits
*Required Major Courses	39 credits
Exploration and Enrichment Sequence:	37 credits
	Total Credits = 122

CONCORDIA DISTINCTIVE – LIBERAL ARTS CORE: 40 CREDITS

The Concordia Distinctive-Liberal Arts Core:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior—Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3

* This course is an Integrated Learning Course (ILC)

Theological Foundations

FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3

World Cultures—Select one from: 3

ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

PROGRAM REQUIREMENTS: 39 CREDITS

A grade of C or better in all required courses.

Introductory Genre Courses

ENG 211	Introduction to Fiction	3
ENG 212	Introduction to Drama	3
ENG 213	Introduction to Poetry	3

Introductory Survey Courses

Select three from the following courses:

ENG 201	British Literature I	3
ENG 202	British Literature II	3
ENG 203	British Literature III	3
ENG 221	American Literature I	3
ENG 222	American Literature II	3
ENG 223	American Literature III	3
ENG 241	World Literature	3

Topics—select three from the Topics courses: 9

ENG 330	Topics in Literary Arts	

Literary Figures—select one from the Literary Figures courses:

ENG 360	Topics in Literary Figures	3

Fiction—select one from the following courses:

ENG 301	The American Novel: From Cooper to Bellow	3
ENG 302	The European Novel: From Cervantes to Tolstoy	3
ENG 303	The English Novel: From Austen to Forster	3
ENG 305	Contemporary Novel	3

Criticism

ENG 381	Critics, Criteria, and Criticism	3

CAPSTONE:

ENG 400* Senior Seminar	3

*Capstone course may be taken as an extension of any Topics or 300-level course. Contact the program advisor for approval. Internships or independent study/scholarship may also satisfy this requirement.

EXPLORATION AND ENRICHMENT SEQUENCE: 36

RECOMMENDED SUPPORT COURSES: UP TO 36 CREDITS

Including, but not limited to, the following:

- All English courses–particularly writing courses
- An applied fine art class
- A computer course
- Foreign Languages (6 credits, preferably)
- A religion course (THE 351 or another relevant religion course)
- HIS 201 and 202: Western Civilization I & II
- HIS course or courses relevant to the student's area of interest in literature
- PHI 101 Introduction to Philosophy
- PHI 201 Introduction to Ethics
- PSY 181 Introduction to Psychology

SPECIALIZATIONS:

The English Major offers courses in addition to classes required for the Program. English Major Students are strongly encouraged to pursue specific interests in areas such as writing, drama, and digital communications by taking these courses and combining them with internships and/or appropriate classes from other disciplines to form discrete specializations as part of each student's Individualized Graduation Plan.

HEALTH STUDIES MAJOR

LEADERSHIP/PRE-PROFESSIONAL TRACK

BACHELOR OF SCIENCE DEGREE

The Health Studies Major is designed for students who are interested in exploring health-related fields. The program's interdisciplinary approach provides a strong base of learning across a group of disciplines (biology, psychology, social work, and sociology) directly related to health care services. The curriculum prepares students for a wide range of health care positions in hospitals, health departments, health agencies, research facilities, schools, and the health care industry. The student may select either the Pre-Professional or Lead-

ership curriculum. The Pre-Professional track is recommended for students whose career goals include a licensed profession. The Leadership track is recommended for students whose career goals include health care policy, health care leadership, or health care administration.

MISSION STATEMENT

The mission of the Health Studies Major is to prepare students for a wide range of health care positions in hospitals, health departments, health agencies, research facilities, schools, and the health care industry. Students will be introduced to a broad spectrum of health issues including socio-cultural influences on health, health behavior and management, the systems of health care, legal and ethical concern, health promotion, and environmental influences on health, nutrition, mental health, life cycle health, alternative/complementary medicine, and epidemiology.

LEARNING OBJECTIVES:

Graduates with the Health Studies Major will be able to:

1. identify trends in health care systems and health care policy;
2. interpret data to identify trends in health care systems and delivery;
3. recognize best practices in health care delivery, finance and systems;
4. demonstrate bold leadership in the development and implementation of health care models;
5. select strategies that represent spiritual and cultural sensitivity in the development and implementation of health care delivery strategies; and
6. model ethical standards and practices in the development of health care delivery models.

DEGREE REQUIREMENTS

Concordia Distinctive–Liberal Arts Core:	40
Experiential Learning: Professional Field Sequence	6
Required Program Courses:	44
Required Support Courses	17
Exploration and Enrichment Sequence:	15
	Total Credits =122

PROGRAM REQUIREMENTS:

- Completion of The Concordia Distinctive is required with modifications:
- CHM 171 is substituted for SCI 100
- a specified Mathematical Reasoning requirement of MAT 121, Probability & Statistics.
- PSY 181 or SOC 151
- NUR 221 is substituted for PED 103 for Professional Track Students
- A grade of C or better is required in all Required Program Courses

CONCORDIA DISTINCTIVE – LIBERAL ARTS CORE: 40 CREDITS

The Concordia Distinctive-Liberal Arts Core:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence*	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior		
PSY 181	General Psychology	3
Living with the Arts —Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
NUR 221	Concepts of Health Promotion and Disease Prevention	2
Science		
SCI 100	Science in Context	3
CHM 171	Elements of Inorganic, Organic, and Biochemistry	3

* This course is an Integrated Learning Course (ILC)

Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art* (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	
REQUIRED MAJOR COURSES:		42-44
BUS 231	Business Communication	3
BUS 234	Principles of Management	3
BUS 235	Management of Information Systems	3
BUS 335	Human Resource Management	3
BUS 336	Organizational Behavior	3
NUR 221	Health Promotion	2
NUR 222	Caring and Therapeutic Use of Self–Pre-Professional	3
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
SOC 252	Race and Ethnicity	3
SOC 257	Social Class in a Changing Society	3
SOC 382	Social Psychology	3
SOC 420	Social Science Research	3
HEA 234	Health Care Management	3
HEA 355	Health Care Financing	3
HEA 361	Field Work in Health Studies	6
HEA 381	Legal, Ethical Aspects of Health Care	3
HEA 382	Improving Health Care Quality and Safety	3
HEA 383	Health Care Policy, Politics and Advocacy	3
HEA 361	Field Work in Health Studies	(6)
CAPSTONE:		
HEA 441	Senior Capstone in Health Studies	3
REQUIRED SUPPORT COURSES:		15-21
PSY 181	General Psychology	(3)
SOC 151	Elements of Sociology	3

BIO 215	Heredity and Society	3
BIO 255	Foods and Nutrition–Leadership Track	3
ENG 341	Advanced Writing or Elective	3
SWK 110	Human Needs Societal Responses–Leadership Track	3
BIO 271	Human Anatomy and Physiology I–Pre-Professional Track	4
BIO 272	Human Anatomy and Physiology II–Pre-Professional Track	4
BIO 373	General Microbiology–Pre-Professional Track	4
EXPLORATION AND ENRICHMENT SEQUENCE		14-24

Electives 14-24

HISTORY MAJOR

BACHELOR OF ARTS DEGREE

The History major takes all of human experience as its subject matter. History students will draw on a range of scholarly approaches to understand both change and continuity in various human societies, providing them with essential tools for understanding the world today. A capstone seminar in History allows students to pursue in-depth research on topics of particular interest to them. The study of the past enriches our ability to think critically and imaginatively, trains us to communicate clearly and concisely, and enables us to empathize with people in a variety of different situations. Graduates of the History program will thus be well prepared to pursue successful careers in fields such as education, research, journalism, business, law, and public service.

A minimum grade of C is required in all courses applied to the program. A candidate who earns less than a C in a required course will be required to repeat it. A one-time exception will be considered with a formal written appeal to the program chair.

Concordia Distinctive–Liberal Arts Core:	40 credits
Experiential Learning	6 credits
*Required Major Courses	36 credits
Exploration and Enrichment Sequence:	40 credits
	Total Credits = 122

CONCORDIA DISTINCTIVE – LIBERAL ARTS CORE: 40 CREDITS

The Concordia Distinctive-Liberal Arts Core:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior —Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts —Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3

World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	
REQUIRED MAJOR COURSES:		36
COURSE NUMBER	COURSE TITLE	CREDITS
Two Survey Courses—Select two from:		6
HIS 201	Western Civilization I	
HIS 202	Western Civilization II	
HIS 215	Survey of American History to the Civil War	
HIS 216	Survey of American History since the Civil War	
Two Courses in Related Disciplines —Select two from:		6
ECO 264	Macroeconomics	
GEO 101	World Geography	
POL 271	American Government	
POL 272	International Politics	
PSY 181	Psychology	
SOC 151	Sociology	
SIX ELECTIVE COURSES		18
American History—Select one from:		3
HIS 317	American Presidency	
HIS 313	Cold War	
HIS 314	Civil Rights	
HIS 351	American Religious History	
European History—Select one from:		3
HIS 325	Reformation	
HIS 327	Modern Britain	
HIS 342	Soviet Russia	
HIS 343	Modern Germany	
HIS 355	The Crusades	
World History—Select one from:		3
HIS 362	Latin America	
HIS 367	Modern Asia	

HIS 366	Modern Africa	
HIS 364	The Modern Middle East	
Choose three upper-level History electives in any geographical area		9
Penultimate Course		3
HIS 381	Historiography (WAC course–COM 101 required as prerequisite)	
CAPSTONE:		
HIS 441	Seminar in History	3
EXPLORATION AND ENRICHMENT SEQUENCE		40

INTERDISCIPLINARY STUDIES MAJOR

BACHELOR OF ARTS DEGREE

The Interdisciplinary Studies Major provides students with an opportunity to create a major unique to the student's academic interests and goals. Students choose two or three academic concentrations within the framework of an individualized and coherent plan, and build on the scope of the disciplines explored in The Concordia Distinctive-Liberal Arts Core. Students in the Interdisciplinary Studies major develop depth of knowledge in two or three concentrations along with support courses, electives,and experiences which enhance their individualized graduation plan. Students complete a capstone experience in one of their chosen concentrations (capstones must be completed in one of the concentrations based in the Division of Arts and Sciences) which involves research and/or experiences leading to demonstration of the cohesion and mastery in their program.

MISSION STATEMENT

It is the mission of this program to provide a broad-based liberal arts education with flexibility and creativity preparing graduates to achieve personal and academic objectives.

LEARNING OBJECTIVES

1. to connect various fields of learning in the Liberal Arts;
2. to demonstrate the self-discipline necessary to learn beyond the classroom;
3. to demonstrate an understanding of the world from a Liberal Arts perspective;
4. to use foundational analytical, critical thinking and communication skills developed in the Concordia Distinctive—Liberal Arts Core;
5. to demonstrate creative problem-solving.

DEGREE REQUIREMENTS

Concordia Distinctive–Liberal Arts Core	40
Experiential Learning	6
Required Concentration	(minimum of 18)
Required Concentration	(minimum of 18)
CAPSTONE	3
REQUIRED SUPPORT COURSES	6
Exploration and Enrichment Sequence:	31
	Total Credits = 122

PROGRAM REQUIREMENTS

- The Concordia Distinctive (40 credit hours) for the Bachelor of Arts degree is required.
- The student will work with an advisor to develop his or her academic program and submit a "Declaration of Intent" to be enrolled in the Interdisciplinary Studies Major. The "Declaration of Intent" will outline the two or three concentrations selected by the student to comprise his or her Interdisciplinary Studies Major.
- Students are required to complete 6 credits of the same written ancient or modern foreign language. (Sign Language may not be used to fulfill this requirement.)
- Students are also required to complete a Capstone Course in one of the concentrations of their Interdisciplinary Program, which is from the Division of Arts and Sciences.

DECLARATION OF INTENT FOR INTERDISCIPLINARY STUDIES PROGRAM

A "Declaration of Intent" form must be submitted to the Registrar's Office to be enrolled in the Liberal Studies Program. This should be completed by the end of Sophomore year. These Declarations will be regularly reviewed by the Arts and Science faculty.

The following are the concentrations in the Interdisciplinary Studies Program:

The following are the eleven Areas of Study in the Interdisciplinary Studies Program:

ART	MATHEMATICS	SIGNATURE
DRAMA	MUSIC	SOCIOLOGY
ENGLISH	NEW MEDIA	THEOLOGY
HISTORY	PSYCHOLOGY	WRITING

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
FYS 100	First-Year Seminar *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior —Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning— Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1

THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures— Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

ART CONCENTRATION

The mission of the Art Concentration at Concordia College is to engage students in the study of visual arts within a Liberal Arts education by exposing them to past and current approaches to creativity, while developing their understanding and appreciation of world art.

LEARNING OBJECTIVES: STUDENTS WHO SUCCESSFULLY COMPLETE THIS CONCENTRATION SHALL:

1. have an introduction to the general principles and vocabulary of visual arts;
2. become familiar with key artists, artworks, and styles of world art;
3. develop a critical opinion of art regardless of personal taste, and thus achieve a deeper understanding and appreciation of it;
4. develop creative skills by using various materials and techniques;
5. continue with the discovery of their unique abilities and needs for self expression; and
6. develop a portfolio of original artwork suitable for professional presentation.

REQUIRED ART COURSES

To complete studies in the Art Area, students are required to earn a total of 18 credit hours in Visual Arts courses, with 9 credits in 200-level, and another 9 credits in 300- and 400-level courses. In addition, students are required to complete a Capstone Course in one of the areas of their Liberal Studies Program.

COURSE NUMBER	COURSE TITLE	CREDITS
ART 203	Drawing & Painting II	3
ART 210	Introduction to Architecture	3
ART 222	World Art	3
EXL 330	Museum Immersion	
ART 391	Advanced Projects in Art can be repeated for credit	1-4
ART 455	Portfolio	1
ART 490	Gallery Internship	3-6
ART 391	Advanced Projects	1-4

DRAMA CONCENTRATION

The Concentration in Drama/Theatre-Studies is designed to enable the Interdisciplinary student to experience the world from many perspectives as they study the history and practice of drama in relationship to other disciplines. Students will also hone their skills in critical thinking, effective communication, and collaboration.

LEARNING OBJECTIVES: STUDENTS WHO SUCCESSFULLY COMPLETE THIS CONCENTRATION SHALL:

1. Analyze and interpret dramatic texts;
2. Demonstrate and communicate an understanding of the historical and cultural role of theatre in society;
3. Work effectively and creatively with others to produce plays and other theatrical events; and
4. Appreciate the Interdisciplinary experience in Drama/Theatre-Studies and a second concentration.

MINOR/CONCENTRATION IN DRAMA/THEATRE STUDIES: (18 CREDITS)

COURSE NUMBER	COURSE TITLE	CREDITS
ENG 211	Intro to Drama	3
Select nine credits from the following:		3
ENG 311	Origins of Drama	
ENG 304	Shakespeare	
ENG 360	Major Author (if dramatist)	
ENG 330	Literary Topic (if dramatic)	
ENG 312	Modern Drama	
COM 235	Oral Interpretation of Dramatic Literature	

6 practical or EXL credits, which may include participating in plays, applied drama classes or voice classes (including singing), independent design or writing projects, and existing EXL classes like Broadway and Beyond.

The Capstone Project for Concentration only: 3 credits—either practical (see above) or developing a 300-level class to 400-level with an extended research paper.

ENGLISH CONCENTRATION

The English Concentration is designed to enable the Liberal Studies student to appreciate literature and its relationship to disciplines across the curriculum, recognizing the need for the literary arts to work in harmony with other arts and sciences. Students will also develop skills in critical thinking, effective communications, and information literacy—skills highly valued in many professions.

LEARNING OBJECTIVES

The English faculty assumes responsibility for advisement of the English Program with the view that students who successfully complete this program shall:

1. demonstrate both depth and breadth of literary knowledge;
2. gather, assess, analyze, and evaluate source material and then craft their own cogent, persuasive argument;
3. demonstrate effective oral, written, electronic, verbal and non-verbal communication skills; and
4. appreciate the unique Interdisciplinary experience in English and a second area of study.

REQUIRED ENGLISH COURSES: (18-21 CREDIT HOURS)

COURSE NUMBER	COURSE TITLE	CREDITS
Genre Courses —Select one from the following:		3
ENG 211	Introduction to Fiction	
ENG 212	Introduction to Drama	
ENG 213	Introduction to Poetry	
Introductory Survey Courses— Select two from the following:		6
ENG 201	British Literature I	
ENG 202	British Literature II	
ENG 203	British Literature III	
ENG 221	American Literature I	
ENG 222	American Literature II	
ENG 223	American Literature III	
ENG 241	World Literature (if not taken as part of the Distinctive)	
Literary Topics		
ENG 330	Topics in Literary Arts	3
Literary Figures		
ENG 360	Topics in Literary Arts	3
Writing Courses —Select one from the following:		3
ENG 341	Advanced Writing	
ENG 342	Creative Writing	
ENG 345	Journalism	
ENG 346	Writing for the World Wide Web	
CAPSTONE		
ENG 381	Critics, Criteria, and Criticism	3

HISTORY CONCENTRATION

The mission of the History Concentration is to study past human experiences to gain knowledge of both ourselves and others. The study of history enriches one's abilities to think critically on a variety of different topics. But more importantly, it can help to enable one to imagine and empathize with people in a variety of different situations.

LEARNING OBJECTIVES

1. to develop a general sense of the chronology of Western and World history;
2. to understand the dynamics of history, its causes and consequences;
3. to analyze the sources of history, noting their strengths and limitations;
4. to interpret historical events, employing and evaluating historiography;
5. to express one's historical perspectives in both oral discussion and in writing; and,
6. to gain a better understanding of one's place and purpose in history.

REQUIRED HISTORY COURSES: (18-21 CREDIT HOURS)

COURSE NUMBER	COURSE TITLE	CREDITS
Survey Courses—Select one from:		6
HIS 201	Western Civilization I	
HIS 202	Western Civilization II	
HIS 215	Survey of American History to the Civil War	
HIS 216	Survey of American History since the Civil War	
Elective Courses—Select any three 300-level HIS courses		9
Penultimate Course—Select one from:		
HIS 3xx	Historiography (WAC course – COM 101 required as prerequisite)	
CAPSTONE		
HIS 441	Seminar in History	3

MATHEMATICS CONCENTRATION

The mission of the Mathematics Concentration is to enable our students to achieve the mathematical goals consonant with their aptitude and motivation. We do not want mathematics to serve as a barrier for their professional pursuits. There are several dimensions of mathematical education we focus upon, including graduate school preparation for future teachers of mathematics, applied mathematicians in business or government settings, as well as supporting the mathematics course needs of other disciplines. For example, Statistics, which is playing an increasingly major role in all professions, is a major priority for our mathematics department. Concordia College has innovated a Mathematics Signature Program, preparing students

for graduate study in Applied Mathematics or Mathematics Education. The Mathematics department also trains competitive teams for the International Contest in Mathematical Modeling.

LEARNING OBJECTIVES

1. to recognize and apply principles of applied mathematics, Statistics, Calculus, and mathematical computer programming to build a foundation for solving real world problems;
2. to explain information presented in mathematical forms (e.g. equations, graphs, diagrams, tables) orally and in writing;
3. to apply quantitative information to develop a consulting level solution to real world problems;
4. to create and use mathematical models to make informed decisions and solve real world international problems by engaging in the International Contest in Mathematical Modeling;
5. to participate in service learning activities, including mathematics tutoring for Concordia College students, and volunteering to assist Dr. Loase and Prof. Butts in their How to Excel in College Seminars for economically disadvantaged high school students and College Statistics innovation at two under served high schools.

PROGRAM REQUIREMENTS:

All students pursuing the Mathematics Area of Study should:

- receive a grade of C or better in MAT 100;
- take MAT 121 to satisfy their specified Mathematical Reasoning requirement for the Concordia Distinctive-Liberal Arts Core;
- take MAT 246 as part of their Experiential Learning requirement;
- take MAT 311 Development of Mathematical Thought and Methods as a required designated writing process course (WAC);
- Students are strongly encouraged to join the Mathematics Team early in their studies to train for the International Contest in Mathematical Modeling.

REQUIRED MATHEMATICS COURSES: (18-21 CREDIT HOURS)

COURSE NUMBER	COURSE TITLE	CREDITS
A specified Mathematical Reasoning requirement of		
MAT 121	Introduction to Probability and Statistics	3
REQUIRED EXPERIENTIAL LEARNING COURSES		(6 credit hours)
MAT 246	Introduction to Mathematical Computer Programming	3 (recommended)
REQUIRED PROGRAM COURSES		(18 credit hours)
MAT 210	Calculus I	4
MAT 220	Calculus II	4
MAT 310	Intermediate Calculus	4
MAT 311	Development of Mathematical Thought and Methods (WAC)	3

Select one from the following:		3
MAT 321	Probability (Calculus-based)	
MAT 322	Statistical Inference (Calculus-based)	
MAT 341	Theory of Numbers	
MAT 350	Linear Algebra	

CAPSTONE

MAT 442	Mathematical Modeling	3

MUSIC CONCENTRATION

The mission of the Music Concentration is to encourage self-discovery and self-expression through the study of the elements, history, and practice of music. Students will develop knowledge, understanding, and skills which can lead to a lifetime of vocational, avocational, or further educational pursuits.

LEARNING OBJECTIVES

1. Students will demonstrate a theoretical and historical understanding of Western music;
2. Students will understand and be able to demonstrate the written and aural aspects of melody, harmony, and rhythm;
3. Students will perform and identify music from multiple styles, eras, and cultures in a historically-informed manner;
4. Students will perform music as a soloist and as a member of a music ensemble; and
5. Students will learn to appreciate the connection of body, mind and spirit with knowledge, truth and beauty.

REQUIRED MUSIC COURSES: (18-21 CREDIT HOURS)

COURSE NUMBER	COURSE TITLE	CREDITS
General Music Courses		
MUS 215	Fundamentals of Music	3
MUS 216	Theory and Practice of Music I	4
History & Literature of Music Courses		
MUS 301	History & Literature of Music I	3
MUS 302	History & Literature of Music II	3
Applied Music		
MUS 240	Applied Music	2
Music Electives		
3XX	Music Elective	3

CAPSTONE—Select one from the following:		3
MUS 441	Music Seminar	
MUS 442	Senior Lecture Recital	
MUS 443	Senior Conducting Recital	

NEW MEDIA CONCENTRATION

The mission of the New Media Concentration at Concordia College is to ground the study of digital technologies and their new modes of communication within a liberal arts education, with emphasis on ethical and social awareness. Its curriculum integrates digital production with theory, critical studies, and writing, and seeks to prepare students for the constantly changing New Media arena.

LEARNING OBJECTIVES

1. to be exposed to and appraise aesthetic, social, ethical, and technical issues in New Media;
2. to experience connections with professional resources and contacts in the media field;
3. to gain a larger understanding of media from a global perspective;
4. to seek to experience connections with professional resources and contacts in the media field;
5. to develop proficiency in digital media.

PROGRAM REQUIREMENTS:

To complete studies in the New Media Communications and Digital Production Area of Study, students are required to:

- earn a total of 18 credit hours in New Media courses, with 9 credits in 200-level, and another 9 credits in 300- and 400-level courses;
- complete a Capstone Course in one of the areas of their Interdisciplinary Studies Program.

REQUIRED NEW MEDIA COMMUNICATIONS AND DIGITAL PRODUCTION COURSES: (18-21 CREDITS)

COURSE NUMBER	COURSE TITLE	CREDITS
200-Level Courses		
NMC 214	Introduction to Digital Photography	
NMC 231	Digital Filmmaking	3
NMC 232	Introduction to New Media	3
NMC 233	Documentary Production	3
300- and 400-Level Courses		
Select nine credits from the following:		
NMC 331	New Media, Art, and Culture	3
NMC 332	Interactive Multimedia	3
NMC 341/BUS 341	Real World: The Business of New Media	3

NMC 431	Advanced Projects in New Media (1-4 hours)	3

CAPSTONE

NMC 491	Capstone Portfolio	3-6

RECOMMENDED SUPPORT COURSES FOR NEW MEDIA

Art courses, especially:

ART 103	Drawing and Painting I	3
ART 114	Aesthetics of Photography	3
ART 203	Drawing and Painting II	3
ART 222	World Art	3
ART 455	Portfolio	1

Communication courses, especially:

COM 234	Public Speaking	3
COM 271	Introduction to Media Industries	3

Computer Information Systems courses, especially:

CIS 241-249	Short Courses in Computer Software	1 each

English courses, especially:

ENG 342	Creative Writing	3
ENG 345	Journalism: Writing News, Reviews, Features	3
ENG 346	Writing for the World Wide Web	3
ENG 381	Critics, Criteria, and Criticism	3

Philosophy courses, especially:

PHI 201	Ethics	3

PSYCHOLOGY CONCENTRATION

The mission of the Psychology Concentration is to help students understand and explain the varieties of human behavior and how to enhance healthy human functioning.

LEARNING OBJECTIVES

1. To articulate the cognitive, biological, developmental, behavioral, and emotional psychological processes in humans and other species;
2. To articulate the disciplinary history of psychology;
3. To explain behavior from different theoretical perspectives;
4. To apply the scientific method and other methods of critical thinking to psychology;

5. To demonstrate the correct choice of and use of the methods of psychology; and
6. To demonstrate the ability to promote psychological well-being in self and others.

REQUIRED PSYCHOLOGY COURSES: (18-21 CREDIT HOURS)

COURSE NUMBER	COURSE TITLE	CREDITS
PSY 251	Cognitive Psychology	3
PSY 281 or PSY 291	Developmental Psychology I Developmental Psychology II	3
PSY 330	Topics in Psychology	3
PSY 385	Abnormal Psychology	3
PSY 420	Methods of Psychological Research	3
Select one from the following electives:		3
PSY 281 or PSY 291	Developmental Psychology I Developmental Psychology II (if not taken in required area)	
PSY 371	Educational Psychology	
PSY 382	Social Psychology	
PSY 481	Counseling Psychology	
PSY 483	Theories of Personality	

CAPSTONE

PSY 452	Senior Seminar in Psychology	3

THE SIGNATURE CONCENTRATION

The Signature Concentration is designed to allow academically qualified self-motivated students the opportunity to bring together academic classes, independent studies, and experiential learning in a creative synthesis that extends the scope of any student's learning beyond the boundaries of programs and catalog offerings.

LEARNING OBJECTIVES

The Signature Concentration will enable students to choose a foundational concentration in which students focus their interests and develop an 18 credit complementary concentration. Thus, the Signature Concentration allows for a truly individualized graduation plan within Interdisciplinary Studies—in line with the College's stated mission to engage and nurture the needs of a diverse student body.

As each signature concentration is necessarily different, the faculty member in the foundational area will be responsible for advising the student how to create the concentration so the student in question will:

- formulate his/her own goals for continued learning and inquiry;

- synthesize multiple sources into a coherent concentration with a Liberal Education focus and perspective;
- demonstrate both critical and creative thinking;
- demonstrate depth of knowledge in the signature concentration; and
- establish a clear connection between the signature concentration and the foundational concentration through the capstone.

COURSE LEVELS	TYPES OF COURSES	SEMESTER CREDITS
200-level	courses may be chosen from any discipline (provided pre-requisites are met)	3 credits maximum
300- and 400-level	courses may be chosen from any discipline (provided pre-requisites are met) Must fit with Signature Plan.	3 credits minimum, 9 credits maximum
Independent Study/ Experiential Learning courses	At least one independent study/scholarship course in the Signature Area	3 credits minimum, 9 credits maximum
Capstone	Capstone course is taken in the Foundational area (not the Signature Area)	3 credits

SOCIOLOGY CONCENTRATION

The mission of the Sociology Concentration is to study society, something familiar to us all and yet often taken for granted. Students will learn the tools of sociology—the basic concepts, theories, and methods, and how to apply them to the analysis of a variety of topics. Students will use the "sociological imagination" toward a greater understanding of the relationship between our everyday lives and the social world, becoming more informed and critical members of the social world in which we live.

LEARNING OBJECTIVES

1. to theorize about society from different sociological paradigms;
2. to identify patterns of social change, noting the reason for change;
3. to demonstrate an understanding of the disciplinary history of sociology;
4. to demonstrate critical thinking and analysis from a social perspective;
5. to employ a "sociological imagination" in exploring contemporary topics; and
6. to use methods of inquiry for sociological research.

REQUIRED SOCIOLOGY COURSES (18-21 CREDIT HOURS)

COURSE NUMBER	COURSE TITLE	CREDITS
SOC 330	Topics in Sociology	3

SOC 420	Methods of Social Research	3
SOC 455	Social Theory	3
Select three 200+ Sociology Electives from the following:		9
SOC 252	Race and Ethnicity	
SOC 254	Urban Sociology	
SOC 255	Social Problems: Poverty and Discrimination	
SOC 257	Social Class in a Changing Society	
SOC 314	The Civil Rights Movement	
SOC 365	Sociology of Globalization	
SOC 382	Social Psychology	
SOC 385	Deviance and Social Control	

CAPSTONE

SOC 452	Senior Seminar in Sociology	3

THEOLOGY CONCENTRATION

The mission of the Theology Concentration is to engage students in an investigation of Christianity, other major religious and philosophical world views, and their relevance for understanding and participating in today's world.

LEARNING OBJECTIVES

1. to express an understanding of the literature, history, messages, interpretive methods, modern issues, and applications of the Old and New Testament;
2. to articulate Christian theology and apply it to other academic disciplines and areas of life;
3. to demonstrate a knowledge of the major people, events, documents, institutions, and interpretive and doctrinal issues that have arisen in the history of the Christian church;
4. to exhibit an understanding of the origins, development, functions, and theological relevancies of Christian liturgy and hymnody;
5. to outline the world views of other major religions and philosophies and identify the ways in which they have and continue to influence our world;
6. to investigate religion in a variety of academic disciplines such as art, history, literature, philosophy, and sociology;
7. to grow in his/her faith and ethical values and gain an appreciation of God's vocation for his/her life.
8. to pursue graduate studies in the area of religion, particularly at a seminary.

REQUIRED THEOLOGY COURSES: (18-21 CREDIT HOURS)

COURSE NUMBER	COURSE TITLE	CREDITS
THE 331	Issues in the Old Testament	3
THE 332	Issues in the New Testament	3
THE 333	Issues in Modern Theology	3
Select three from the following:		9
THE 305	Liturgy and Hymnody	
THE 323	Theology and Modern Literature	
THE 325	The Era of the Reformation	
THE 334	Lutheran Theology	
THE 351	Religion in America	
THE 354	Mythology & Religion in Ancient Greece & Rome	
GRK 311	Greek Readings I	3
GRK 312	Greek Readings II	3
HEB 305	Biblical Hebrew I	5
HEB 306	Biblical Hebrew II	4

CAPSTONE

THE 401	Seminar in Religious Studies	3

WRITING CONCENTRATION

Intended to be of value to students who wish to engage in rich writing-intensive, interdisciplinary course-work, the Concentration in Writing/Communication Studies is designed to enable students to build on and refine the written and oral communication skills that are in high demand in professions and in the workplace.

LEARNING OBJECTIVES

1. Analyze the purpose, audience, format, and conventions in varied types of writing.
2. Write grammatically accurate and persuasive prose;
3. Use the writing process effectively to research, plan, draft, revise, and edit; and
4. Demonstrate both creativity and critical thinking in writing within more than one genre and discipline.

MINOR/CONCENTRATION IN WRITING/COMMUNICATION STUDIES: (18 CREDITS)

COURSE NUMBER	COURSE TITLE	CREDITS
Language Arts		
ENG 2XX		3
Students take a minimum of 12 credits from among the following		3
ENG 341	Advanced Writing (may be taken more than once–different topic)	
ENG 342	Creative Writing (may be taken more than once—previous courses have included, Fiction, Poetry, Playwriting, Memoir, Creative Non-Fiction)	
ENG 345	Journalism	
ENG 346	Writing for the World Wide Web	
ENG 311	Advanced Business Communications	
COM 234	Public Speaking	

Internship: 3 credits—Project designed by the student and faculty sponsor and/or working with a practicing professional.

The Capstone Project for Concentration only: 3 credits—either another internship experience or developing a 300-level class to 400-level with an extended writing project.

INTERNATIONAL STUDIES MAJOR

BACHELOR OF ARTS DEGREE

International Studies is a multidisciplinary major that combines expertise in the humanities and social sciences. Through the study of history, geography, culture, economics, sociology, political science, religion, and foreign languages, students will be prepared to think critically and constructively about issues that affect human society on a global scale. A capstone seminar in international studies allows students to pursue in-depth research on topics of particular interest to them. Graduates of the International Studies program will be equipped to consider current events and social problems in a global context, preparing them to pursue successful careers in fields such as public service, business, law, journalism, the arts, and tourism.

A minimum grade of C is required in all courses applied to the program. A candidate who earns less than a C in a required course will be required to repeat it. A one-time exception will be considered with a formal written appeal to the program chair.

Concordia Distinctive–Liberal Arts Core:	40 credits
Experiential Learning	6 credits
*Required Major Courses	42 credits
Exploration and Enrichment Sequence:	34 credits
	Total Credits = 122

CONCORDIA DISTINCTIVE – LIBERAL ARTS CORE: 40 CREDITS

The Concordia Distinctive-Liberal Arts Core:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior —Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts —Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3

* This course is an Integrated Learning Course (ILC)

Theological Foundations

FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3

World Cultures—Select one from: 3

ART 222	World Art (unless used under the LWAT category) *
ENG 241	World Literature
MUS 209	World Music
NMC 234	World Cinema
THE 252	World Religions

REQUIRED MAJOR COURSES: 42

COURSE NUMBER	COURSE TITLE	CREDITS

Foundational Courses (9 credits—in addition to 9 credits in the Concordia Distinctive)

HIS 100	World Civilizations
GEO 101	World Geography
SOC 151	Sociology
THE 252	World Religions
ECO 264	Macroeconomics

World Cultures—Select one from: 3

ART 222	World Art* (unless used under the LWAT category) *
ENG 241	World Literature
MUS 209	World Music
NMC 234	World Cinema

Modern Foreign Languages Courses (6 credits required—12 credits recommended)

SPA or ITA or Other

(This requirement may be waived by the program chair if a student's first language is not English. In the case of a waiver, the student shall substitute 6 credits of World Cultures.)

International Studies Core (18 credits)

INS 272	International Politics (WAC course—COM 101 required as prerequisite)

Select three elective courses from the following:

INS 313	US and the Cold War
INS 327	Modern Britain
INS 342	Soviet Russia
INS 343	Modern Germany

INS 362	Latin America	
INS 364	Middle East	
INS 365	Globalization	
INS 366	Modern Africa	
INS 367	Modern Asia	
INS 467	Political and Economic Systems in Developing Countries	

CAPSTONE:

INS 441	Seminar in International Studies	3

MUSIC MAJOR

BACHELOR OF ARTS DEGREE

DESCRIPTION:

The Music Major is designed to provide students a foundation of music theory, history and practice. Students will learn to perform music on their primary instrument through independent applied music lessons, practice and an integrated approach to musical scholarship and practical experience. All Music Majors are required to participate in Music Ensembles, Student Recitals, and a capstone experience.

MISSION STATEMENT

The mission of the Music Major is to encourage self-discovery and self-expression through the study of the elements, history, and practice of music. Students will develop knowledge, understanding, and skills which can lead to a lifetime of vocational, avocational, or further educational pursuits.

LEARNING OBJECTIVES

The Music faculty assumes responsibility for advisement of the Music Program with the view that students who successfully complete this program shall:

1. Students will demonstrate a theoretical and historical understanding of Western music;
2. Students will understand and be able to demonstrate the written and aural aspects of melody, harmony, and rhythm;
3. Students will perform and identify music from multiple styles, eras, and cultures in a historically-informed manner;
4. Students will perform music as a soloist and as a member of a music ensemble; and
5. Students will learn to appreciate the connection of body, mind and spirit with knowledge, truth and beauty.

DEGREE REQUIREMENTS

Concordia Distinctive–Liberal Arts Core	40
Experiential Learning	6
Required Program Courses	42
Exploration and Enrichment Sequence	34
Total Credits = 122 (minimum)	

PROGRAM REQUIREMENTS:

- Completion of the music audition process to become a Music Major.
- A student must have an intermediate to advanced proficiency in a primary instrument.
- A grade of C or better is required in all Required Program Courses

CONCORDIA DISTINCTIVE – LIBERAL ARTS CORE: 40 CREDITS

The Concordia Distinctive-Liberal Arts Core:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior —Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts:	3	
MUS 215	Fundamentals of Music *	

* This course is an Integrated Learning Course (ILC)

Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures		
MUS 209	World Music	
PROGRAM REQUIREMENTS:		42
Music Theory Courses		
MUS 215	Fundamentals of Music	3
MUS 216	Theory and Practice of Music I	4
MUS 217	Theory and Practice of Music II	4
MUS 218	Theory and Practice of Music III	4
History & Literature of Music Courses		
MUS 301	History & Literature of Music I	3
MUS 302	History & Literature of Music II	3
Applied Music		
MUS 040	Applied Music (4 sem/ secondary)	2
MUS 240	Applied Music (6 sem/ primary)	6
Music Ensembles		
MUS 140	Music Ensemble (4 semesters)	4
Music Electives		
3xx Music Electives		6

CAPSTONE:

Capstone Course —Select one from:	3
MUS 441 Music Seminar	
MUS 442 Senior Lecture Recital	
MUS 443 Senior Conducting Recital	
EXPLORATION AND ENRICHMENT SEQUENCE:	36

RECOMMENDED SUPPORT COURSES: UP TO 34 CREDITS

- Foreign Language or Diction (6 credits)

PSYCHOLOGY MAJOR

BACHELOR OF ARTS DEGREE

MISSION STATEMENT

Students will benefit by graduating with an in depth perspective of the various discipline of Psychology including choosing an emphasis in Counseling, Health or Behavioral Psychology.

LEARNING OBJECTIVES

Graduates will be able to:

1. describe the psychological processes of thinking, feeling, and developing in normal and disordered individuals;
2. describe key research and theoretical developments in psychology;
3. describe key research and theoretical developments in psychology;
4. identify and apply basic methodological principles, use research techniques and research technologies to explore propositions in psychology;
5. use psychological methods and findings to form empathy for others and pursue the welfare of society.

DEGREE REQUIREMENTS:

The Concordia Distinctive-Liberal Arts Core	40
Experiential Learning	6
Required Program Courses	36-37
Exploration & Enrichment Sequence	39-40
	Total Credits = 122

PROGRAM REQUIREMENTS:

Students in the Psychology Program must complete

- General Requirements (6 hours)
- Students select a Psychology Emphasis or Sociology Emphasis (18 hours).

Students select a Psychology Emphasis: Counseling, Behavior, Health (18 or 19 hours)

- Students will complete a Capstone course (3 hours) for a total of 36 or 37 hours.
- Students must earn a C in all required program courses and maintain an overall 2.0 GPA.

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Influence *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior —Select one from:		3
PSY 181	General Psychology	
Living with the Arts —Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		

FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

COURSE NUMBER	COURSE TITLE	CREDITS
Required Program Courses		18
PSY 181	General Psychology	
PSY 251	Cognitive Psychology	
PSY 281	Developmental Psychology I– Childhood	
PSY 291	Developmental Psychology II–Adolescents and Adulthood	
PSY 385	Abnormal Psychology	
PSY 483	Theories of Personality	
Behavioral Concentration		16
SOC 2XX	any 200 level that fits with career choice	
PSY 330	Animal Behavior	
PSY 330	Topics in Psychology	
PSY361	Biological Psychology	
PSY420	Research Methods	
Counseling Concentration		16
PSY 330	Topics in Psychology	
PSY 371	Educational Psychology	
PSY 382	Social Psychology	
PSY420	Research Methods	
PSY 481	Counseling Psychology	
Health Concentration		17
NUR 221	Concepts of Health Promotion and Disease Prevention (2 credits)	
NUR 222	Caring and Therapeutic Use of Self	
BIO 225	Foods and Nutrition	
PSY 330	Topics in Psychology	
PSY 361	Biological Psychology	

PSY 420	Research Methods	
Capstone		
PSY 452	Senior Seminar	
EXPLORATION AND ENRICHMENT SEQUENCE:		39-40
Recommended Support Courses		
BIO 215	Heredity and Society	
SOC 241	Violence in the Family	
SOC 251	Race and Ethnicity	
PSY 294	Psychology of the Exceptional Child	
PSY 330	Topics in Psychology	
SOC 385	Deviance and Social Control	

RADIOLOGIC TECHNOLOGIES MAJOR

BACHELOR OF SCIENCE DEGREE

Radiologic Technologies is the art and science of utilizing radiation to produce diagnostic images of the tissues, bones, organs, and vessels of the body to assist physicians in the diagnosis and treatment of disease. Images may be recorded on film or viewed digitally on a video monitor. The radiographer is an essential member of the health care team and is responsible for producing quality diagnostic images through accurate positioning, radiation protection, and quality patient care.

The Program consists of a selective curriculum designed to educate and train students in the art and science of diagnostic radiologic technology.

MISSION STATEMENT:

The Mission of the Radiologic Technologies Program is to offer to the community a quality educational program whose purpose is to train competent Radiographers who will steadfastly practice radiation safety and quality patient care. We are committed to instruction in an atmosphere of professionalism, support and shared ministry.

LEARNING OBJECTIVES:

Graduates of the Radiologic Technologies Program will be able to:

1. be professional and competent Radiologic technologists ready for service to the community
2. demonstrate critical thinking competence in radiologic technology
3. use learned problem solving skills in the field of Radiologic technologies
4. communicate effectively in the surrounding community and in the health care field
5. realize the importance of continued personal and professional development

DEGREE REQUIREMENTS

Concordia Distinctive – Liberal Arts Core	40
Experiential Learning: Professional Field Sequence	6
Required Program Courses	60
Required Support Courses	8
Exploration and enrichment sequence	16-19
	Total Credits=123

PROGRAM REQUIREMENTS:

Students, whether traditional First-Year or transfer, are required to have and maintain an overall GPA of 3.0 or better on a 4.0 scale. Students are required to maintain a minimum final grade of B in all required program courses. Students are also required to maintain a final grade of C+ or better in required support courses. Prior to enrollment or completing a program transfer, demonstration of 50 hours of volunteer hours in a health care facility must be demonstrated. Prior to acceptance into the program either as a new student or an internal program transfer an interview will be required. Credit for Anatomy and Physiology I and II will only be considered if the course has been successfully completed within the past three (3) years. If Anatomy and Physiology I and II was completed prior to (3) three years, a competency exam will be given to which the student must pass with a score of 80 on a 100 point scale. Failure to pass that competency exam will result in the student needing to repeat the course(s).

In addition to the mission statement, the Bachelor of Science degree program in Radiologic Technologies prepares students to sit for the American Registry of Radiologic Technologists national certification exam. Student progress for all students will be reviewed each semester for retention. Students who fail to maintain the minimum GPA and required grades will be placed on academic probation and will be referred to the Student Success program. Being placed on academic probation does not ensure timely completion of the program nor does it ensure your continuation in the clinical portion of the program. Any violations of the Concordia Code of Conduct or legal violations will place you on academic probation and removal from clinical portions of the program.

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE:

- 40 hours for the Bachelor of Science degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3

* This course is an Integrated Learning Course (ILC)

History		
HIS 100	Global History *	3
Human Thought and Behavior—Select one from:		3
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 121	Introduction to Probability and Statistics	
Personal Wellness		
RAD 126	Principles of Radiation Protection	2
Science—Select one from:		3
BIO 215	Heredity and Society	
BIO 255	Food and Nutrition	
BIO 285	Human Sexuality	
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

EXPERIENTIAL LEARNING: PROFESSIONAL FIELD SEQUENCE

RAD 400	Field Work in Radiological Technology I	3
RAD 410	Field Work in Radiological Technology II	3

REQUIRED PROGRAM COURSES:		60
COURSE NUMBER	COURSE TITLE	CREDITS
RAD 100	Medical Terminology	3
RAD 101	Intro Rad Science/Patient Care I/CPR	3
RAD 102	Patient Care II	3
RAD 201	Concepts of Radiographic Exposure	3
RAD 213	Principals of CT/Cross Sectional Anatomy	2
RAD 214	Radiographic Quality Assurance	2
RAD 215	Special Radiographic Procedures	2
RAD 251	Clinical Education I	3
RAD 281 or HEA 381	Law and Ethics	3
RAD 301	Radiographic Procedures I & Lab	4
RAD 302	Radiographic Procedures II & Lab	4
RAD 310	Rad Pathophysiology (WAC)	3
RAD 320	Digital Radiography and PACS (Picture Archiving Communications Systems)	3
RAD 330	Radiation Biology	3
RAD 340	Radiographic Physics	3
RAD 352	Clinical Education II	3
RAD 353	Clinical Education III	3
RAD 401	Field Work in Radiological Technology I	(3)
RAD 402	Field Work in Radiological Technology II	(3)
RAD 411	Case Studies I	2
RAD 412	Case Studies II	2
RAD 430	Film Critique/Career Prep-Review for Exam	3
CAPSTONE		
RAD 441	Senior Capstone in Radiology	3
Exploration and Enrichment		16
REQUIRED SUPPORT COURSES		
BIO 271	Human Anatomy & Physiology I	4
BIO 272	Human Anatomy & Physiology II	4
MAT 121	Introduction to Probability and Statistics	3
PSY 181	General Psychology	(3)
Liberal Arts & Sciences Electives		8

SOCIAL SCIENCES MAJOR

BACHELOR OF ARTS DEGREE

MISSION:

The Social Science Curriculum combines Psychology and Sociology in one degree. Students will benefit by graduating with an in-depth perspective of human behavior by understanding both the processes that occur within an individual as well as the social forces impacting the individual and groups.

LEARNING OBJECTIVES

Students will be able to:

1. express the similarities and differences between the various social sciences disciplines;
2. describe key theoretical developments in, critically think about, analyze, and articulate from a psychological, and sociological perspective;
3. identify patterns of social change, noting the roles of ideology, technology, economics, politics, and religion to bring about change;
4. combine the insights of multiple disciplines and theoretical frameworks;
5. identify and apply basic methodological principles, use research techniques and research technologies to explore propositions in the social sciences;
6. use social sciences methods and findings to form empathy for others and pursue the welfare of society.

DEGREE REQUIREMENTS:

The Concordia Distinctive-Liberal Arts Core	40
Experiential Learning	6
Required Program Courses	39
Exploration & Enrichment Sequence	37
	Total Credits = 122

MAJOR REQUIREMENTS:

- Students in the Social Sciences Program must complete General Requirements (9 hours) and Core Requirements (9 hours).
- Students select a Psychology Emphasis or Sociology Emphasis (18 hours).

In addition to their emphasis, students choose courses in the other emphasis (9 hours).

- Complete a Capstone course (3 hours) in their chosen Emphasis, for a total of 39 hours.
- Students must earn a C in all required program courses and maintain an overall 2.0 GPA.

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE:

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior—Select one from:		3
SOC 151	Elements of Sociology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3

* This course is an Integrated Learning Course (ILC)

World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

GENERAL PROGRAM REQUIREMENTS:

PSY /SOC 382	Social Psychology	3
PSY /SOC 420	Methods of Psychological/Social Research	3

PSYCHOLOGY EMPHASIS

REQUIREMENTS:

PSY 251	Cognitive Psychology	3
PSY 281 or	Developmental Psychology I	3
PSY 291	Developmental Psychology II	
PSY 330	Topics in Psychology	3
PSY 385	Abnormal Psychology	3
Select two additional classes from the following electives:		6
PSY 281 or	Developmental Psychology I	
PSY 291	Developmental Psychology II (when not taken as part of emphasis req)	
PSY 294	Psychology of Exceptional Children and Adolescents	
PSY 330	Topics in Psychology (a second Topics class, beyond the Topics Emphasis Requirement, may be used to fulfill this requirement)	
PSY 371	Educational Psychology	
PSY 361	Biological Psychology	
PSY 481	Counseling Psychology	

Select three 200-level or higher sociology courses from the following:		9
SOC 252	Race & Ethnicity	
SOC 254	Urban Sociology	
SOC 255	Social Problems of Poverty and Discrimination	
SOC 257	Social Class in Changing Society	
SOC 314	The Civil Rights Movement	
SOC 330	Topics in Sociology	
SOC 365	Sociology of Globalization	
SOC 385	Social Deviance and Social Control	
SOC 455	Social Theory	

SOCIOLOGY EMPHASIS

REQUIREMENTS:

SOC 257	Social Class in Changing Society	3
SOC 385	Social Deviance	3
SOC 330	Topics in Sociology	3
SOC 455	Social Theory	3
Select two 200+ Sociology electives from the following:		6
SOC 252	Race & Ethnicity	
SOC 254	Urban Sociology	
SOC 255	Social Problems of Poverty and Discrimination	
SOC 314	The Civil Rights Movement	
SOC 365	Sociology of Globalization	
Select three 200-level or higher psychology courses from the following:		9
PSY 251	Cognitive Psychology	
PSY 281	Developmental Psychology I	
PSY 385	Abnormal Psychology	
PSY 291	Developmental Psychology II	
PSY 294	Psychology of Exceptional Children and Adolescents	
PSY 330	Topics in Psychology	
PSY 361	Biological Psychology	
PSY 371	Educational Psychology	
PSY 481	Counseling Psychology	

CAPSTONE

PSY/SOC 452	Senior Seminar in Psychology/Sociology	3
Exploration and Enrichment		38

Required Support Courses

MAT 121	Introduction to Probability and Statistics	3
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3

SOCIAL WORK MAJOR

BACHELOR OF SCIENCE DEGREE

Concordia College offers a B.S. degree in social work. The Social Work PMajor is fully accredited by the Council on Social Work Education as a baccalaureate social work education program. It provides candidates with an opportunity to prepare for generalist social work practice and create eligibility to apply for graduate school as an advanced standing student, with the potential to receive a master's from that school in one year.

MISSION STATEMENT:

The Social Work Program at Concordia College-New York is dedicated to educating students for competent and effective generalist social work practice. The program creates a learning environment that offers faith-based, value-oriented learning to promote social justice, self-assessment, service to the community, self-determination, and respect for diversity.

LEARNING OBJECTIVES:

Learning Objectives (Council on Social Work Education, CSWE Educational Policy and Accreditation Standards, EPAS 2015):

Graduates of the program will be able to:

1. demonstrate ethical and professional behavior
2. engage diversity and difference of practice
3. advance human rights and social, economic, and environmental justice
4. engage in practice-informed research and research-informed practice
5. engage in policy practice
6. engage with individuals, families, groups, organizations, and communities
7. assess individuals, families, groups, organizations, and communities
8. intervene with individuals, families, groups, organizations, and communities
9. evaluate practice with individuals, families, groups, organizations, and communities

DEGREE REQUIREMENTS

Concordia Distinctive–Liberal Arts Core:	43 hours
Integrated Learning Courses (23 Credit Hours)	
	Total Credits =123

CANDIDATE ADMISSION TO THE MAJOR

Candidates who plan to submit application to the Social Work Major are urged to consult with a social work advisor or enroll in the lower-division introductory course SWK 110, Human Needs/Societal Responses, or other social work course electives. Candidates who are in good academic standing may apply to the Social Work Program early in their academic studies, but must do so by the end of their Sophomore year. To be admitted, students contact the Social Work Program Director for professional advisement to complete the

formal application, which includes writing an autobiographical statement, and to determine their aptitude and capability for pursuing a career in Social Work. Assignment of an academic advisor follows.

If the candidate has not met the standards set for admission into the Social Work Program, they are advised to:

1. consider the alternative Program of Study; or
2. make up deficiencies toward formal entry into the Social Work Program.

(NOTE: Admission to the Social Work Program is not guaranteed until a successful application and interview are completed.)

TRANSFER STUDENTS:

Transfer students must first contact the College's Office of Admission for acceptance into the College. If accepted, the student should arrange for an appointment with the Director of the Social Work Program for clarification of the requirements of the Social Work Program and admission into the program.

In recognition of the value of human services study as a base for the Social Work Program, the College has established articulation agreements with community colleges. Transfer credits are granted to community college graduates and are determined by the equivalency of the content of courses taken at the community college with that of the College's courses. The advisement process will evaluate those courses that are equivalent to the introductory social work courses, required support courses, and/or liberal arts courses. Transfer credit is not granted for courses in the practice sequence, senior-level professional foundation core courses, or for the field work practicum. Students who plan to study in social work or who want to explore their interest in the field of social work, are urged to consult with a social work advisor or enroll in the lower-division introductory course SWK 110, Human Needs/Societal Responses, or other social work course electives.

PROGRAM REQUIREMENTS:

The Social Work curriculum is organized to build upon the liberal arts perspective of the College, beginning with The Concordia Distinctive-Liberal Art Core, and support the educational policy of Educational Policy and Accreditation Standards 2003 of the Council on Social Work Education's major content areas (Social Work Values and Ethics; Diversity; Populations-at-Risk and Social and Economic Justice; Human Behavior and the Social Environment; Social Welfare Policy and Services; Practice; Research; and Field Education).

During the Freshman and Sophomore years, students complete required courses in the related disciplines of human biology, psychology, sociology, economics, race and ethnicity, American government, and computer science.

Social work candidates take introductory social work courses in the first semester of their Junior year after formal application is made to the Social Work Major. Formal application must be made prior to beginning the Junior year. The core courses of the program incorporate site visits to social welfare agencies and other experiential learning opportunities.

Specific academic study of social work begins in the second semester of the Junior year when students also begin field work under the supervision of a credentialed social work practitioner.

All students complete a total of 500 hours of field work, 100 hours in the Junior year and 200 hours in each semester of the Senior year. All students are required to complete the New York State Identification and Reporting of Child Abuse and Neglect training course prior to their Senior year.

Candidates must earn a grade of C or better in all professional foundation core courses. The B.S. degree in Social Work is limited to students who complete the program in its entirety as described. The transcripts of graduates specify the social work program and qualify graduates to use the B.S.W. designation in agency practice and/or when applying for admission to a graduate social work program. Although the primary objective of the program is to prepare graduates for generalist entry-level social work professional practice, alumni are eligible to apply for advanced standing in graduate schools of social work that offer these programs and, if accepted, may earn the M.S.W. degree in one year.

- Must earn a grade of C or better in all Professional Foundation Core Courses.
- The Concordia Distinctive-Liberal Arts Core is required with four modifications:
  - HIS/SSC 100 is replaced by POL 271, American Government or POL 282, Constitutional Law;
  - SCI 100 is replaced by BIO 255 or BIO 285
  - SOC 252, Race and Ethnicity fulfills the World Cultures requirement;
  - PSY 181, General Psychology, and SOC 151, Elements of Sociology fulfills the Human Behavior requirement.

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE: 40

- 40 hours for the Bachelor of Arts degree is required.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History—Select one from:		3
POL 271	Elements of Sociology	
POL 282	Global History *	
Human Thought and Behavior—Select one from:		3
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	

MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning		3
MAT 121	Introduction to Probability and Statistics	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science—Select one from:		3
BIO 215	Heredity and Society	
BIO 255	Food and Nutrition	
BIO 285	Human Sexuality	
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	3
REQUIRED SEQUENCE OF PROFESSIONAL FOUNDATION CORE COURSES		45
SWK 301	Foundations of Social Work Practice	3
SWK 302	Human Behavior & the Social Environment I	3
SWK 303	Human Behavior & the Social Environment II	3
SWK 311	Social Welfare as a Social Institution	3
SWK 322	Social Work Practice I (WAC)	4
SWK 413	Social Welfare Policy	3
SWK 420	Social Science Research	3
SWK 423	Social Work Practice II	4
SWK 424	Social Work Practice III	4
Professional Field Sequence		
SWK 461	Seminar in Field Instruction I	6
SWK 462	Seminar in Field Instruction II	6

CAPSTONE		
SWK 491	Senior Seminar	3
EXPLORATION AND ENRICHMENT SEQUENCE:		28
REQUIRED CONTENT IN RELATED DISCIPLINES		7
COURSE NUMBER	COURSE TITLE	CREDITS
BIO 255 or	Food and Nutrition	(3)
BIO 285	Human Sexuality	(3)
MAT 121	Introduction to Probability and Statistics	(3)
POL 271	American Government	(3)
PSY 181	General Psychology	(3)
PSY 382	Social Psychology	3
SOC 151	Elements of Sociology	(3)
SOC 252	Race and Ethnicity	(3)
SWK/CIS 248	Composing Case Notes	1
SWK 255	Social Problems: Poverty and Discrimination	3
RECOMMENDED SUPPORT COURSES:		
SPA 101 & 102	An Introduction to Spanish I & II	6
SWK 241	Violence in the Family	3
SWK 281	Working with Special Populations	3
SWK 395	Children, Courts, and Care	3

MASTER OF SCIENCE—DIGITAL MEDIA

THIS PROGRAM IS OFFERED ONLY IN AN ONLINE FORMAT.

DESCRIPTION

The Master of Arts in Digital Media Program at Concordia College-New York is a 30-credit curriculum in the study of digital technologies and communication with an emphasis on ethical and social awareness. The program integrates digital media production with critical analysis and writing, preparing students for the ever-changing world of media.

MISSION STATEMENT

The mission of the Master of Arts in Digital Media is to graduate students who are grounded in the study of digital technologies and their new modes of communication, with a unique emphasis on ethical and social awareness. The curriculum integrates digital new media production with theory, critical studies, and writing, and seeks to prepare graduates for the constantly changing new media arena.

LEARNING OBJECTIVES

- To be exposed to and apprised of aesthetic, social, ethical, and technical issues in digital media;
- to gain a broader understanding of media from a global perspective;
- to develop technical and aesthetic proficiencies in digital media;
- to create new models of socially and ethically-minded media;
- to seek to experience connections with professional resources in the field.

PROGRAM REQUIREMENTS:

NMC 531	Introduction to Digital Media	3
NMC 532	Digital Video Production	3
NMC 533	Digital Media Marketing	3
NMC 534	Graphic Design for Digital Media	3
NMC 541	Interactive Multimedia	3
NMC 542	Principles of Game Design	3
NMC 544	Psychology of Media	3
NMC 543	Documentary Production	3
NMC 621	Capstone Project and Thesis: Design and Draft	3
NMC 622	Capstone Project and Thesis: Completion and Delivery	3

DIVISION OF BUSINESS

W. Salva, Dean
G. Carrino, R. Fitzgerald, M. Hymes, E. Yong Lee, P. Rothman,

ASSOCIATE DEGREE PROGRAM

BUSINESS ADMINISTRATION, A.A.S.

BACHELOR DEGREE PROGRAM

BUSINESS ADMINISTRATION, B.S.

MASTER DEGREE PROGRAM

ACCOUNTING M.S.

BUSINESS ANALYTICS M.S.

BUSINESS LEADERSHIP M.S.

DIGITAL MARKETING M.S.

BUSINESS ADMINISTRATION

BACHELOR OF SCIENCE DEGREE

DESCRIPTION

The Business Administration Program focuses on the functional areas of business—including management, marketing, economics, finance, accounting, law, and statistics. This broad scope provides a base upon which the graduate can seek employment or specialize through graduate training. Additionally, a specialization in accounting or international management are options within the Program.

MISSION STATEMENT

It is the mission of the Business Program to provide students with a broad and relevant range of business skills, global understanding, and the ethical foundation to succeed in life and career. Concordia graduates will be well prepared to continue their studies in graduate programs or to secure meaningful entry-level positions in the business world.

LEARNING OBJECTIVES

3. Develop professionally and personally into well-educated, ethical, and competent business professionals;
4. Demonstrate business acumen, including leadership, problem-solving, and communication skills for the business environment;
5. Engage in life-long learning and continuous professional growth;
6. Employ a value- and faith-based education for productive lives of service to church and community.

DEGREE REQUIREMENTS

Concordia Distinctive	40
Required Program Courses	65
Exploration and Enrichment Sequence:	17
	Total Credits = 122

PROGRAM REQUIREMENTS:

Completion of The Concordia Distinctive-Liberal Arts Core is required with three modifications:

- a specified Mathematical Reasoning requirement of MAT 121 Probability & Statistics or MAT 201 Precalculus;
- a specified Human Thought and Behavior requirement of SOC 151 Elements of Sociology or SWK 110, Human Needs/Societal Responses;
- the World Cultures requirement may also be met by GEO 101 World Geography.
- A minimum grade of C is required in all courses applied to the program (and in all given business course prerequisites). A candidate who earns less than a C in a required business course will be required to repeat the course.

- Students wishing to transfer accounting credits will be tested for appropriate placement.
- Students must earn a minimum of 60 hours of Liberal Arts and Science credits.

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE:

- 40 hours for the Bachelor of Arts degree is required.
- Section A: Integrated Learning Courses (20 credit hours)
- The remaining 20 credit hours of The Concordia Distinctive-Liberal Arts Core consist of courses in various disciplines that support the total Concordia Distinctive-Liberal Arts Core learning experience.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3
Human Thought and Behavior—Select one from:		3
SOC 151	Elements of Sociology	
SWK 110	Human Needs/Societal Response	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2

* This course is an Integrated Learning Course (ILC)

Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	

REQUIRED PROGRAM COURSES: (65 CREDITS)

COURSE NUMBER	COURSE TITLE	CREDITS
ACC 223	Financial Accounting	4
ACC 224	Managerial Accounting	4
BUS 231	Business Communication	3
BUS 234	Principles of Management	3
BUS 235	Management Information Systems	3
BUS 242	Principles of Marketing	3
BUS 251	Business Statistics	3
BUS 281	Business Law I	3
BUS 335	Human Resource Management	3
BUS 336	Organizational Behavior (WAC)	3
BUS 352	Principles of Finance	3
BUS 366	Money & Banking	3
BUS 371	International Business	3
BUS 437	Business Ethics	3
ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3
ECO 361	Managerial Economics	3
BUS electives		9
CAPSTONE		
BUS 491	Strategic Management	3

Required support courses within the Individualized Graduation Plan:

Non-English Modern Language electives*	6

*This requirement may be waived by the Business Chair if a student's first language is not English, and the student demonstrates fluency in both English and a native language.

ELECTIVES 12

SPECIALIZATIONS:

ACCOUNTING SPECIALIZATION

Students wishing to specialize in accounting have the following modifications made to their program:

REQUIREMENTS WITHIN THE PROGRAM:

BUS 335, ECO 361, and 9 credits of BUS electives are replaced by the following requirements:

ACC 321	Intermediate Accounting I	3
ACC 322	Intermediate Accounting II	3
ACC 323	Cost Accounting	3
ACC 324	Federal Taxation	3
BUS 353	Financial Analysis and Planning	3

Recommended support courses within specialization:

ACC 242	Quickbooks	1
ACC 421	Auditing	3
ACC 422	Advanced Accounting	3
BUS 382	Business Law II	3

INTERNATIONAL MANAGEMENT SPECIALIZATION

Students wishing to specialize in international management have the following modifications made to their program:

REQUIREMENTS WITHIN THE PROGRAM:

BUS 235, BUS 335, BUS 491, ECO 361, and the 9 credits of BUS electives are replaced by the following requirements:

BUS 332	Cross-Cultural Communications	3
BUS 347	International Marketing Management	3
BUS 467	Political and Economic Systems in Developing Countries	3

CAPSTONE

BUS 492	International Strategic Management	3

Plus these additional required support courses within the Individualized Graduation Plan:

International Studies Cluster	6
Select two INS 300-level classes	
Modern Language Cluster*	12

*6 credits of Modern Language may be waived by the Business Chair if a student's first language is not English and the student demonstrates native fluency in a second language.

The Business Program at Concordia College-New York is accredited by the International Assembly for Collegiate Business Education (IACBE).

BUSINESS ADMINISTRATION

ASSOCIATE IN APPLIED SCIENCE

Required total of 65 credit hours.

LEARNING OBJECTIVES:

- Use foundational analytical, critical thinking and communication skills developed in the Concordia Experience;
- Demonstrate creative problem-solving;
- Demonstrate the self-discipline necessary to learn beyond the classroom.

INTEGRATED LEARNING COURSES (20 CREDITS)

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History		
HIS 100	Global History *	3

* This course is an Integrated Learning Course (ILC)

Human Thought and Behavior—Select one from:		3
ECO 263	Microeconomics	
PHI 101	Introduction to Philosophy	
PSY 181	General Psychology	
SOC 151	Elements of Sociology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		3
MAT 120	Mathematics for Liberal Arts	
MAT 121	Introduction to Probability and Statistics	
MAT 201	Precalculus	
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures—Select one from:		3
ART 222	World Art (unless used under the LWAT category) *	
ENG 241	World Literature	
MUS 209	World Music	
NMC 234	World Cinema	
THE 252	World Religions	
Business Studies (31–32 credit hours)		
ACC 223	Financial Accounting	4
ACC 224	Managerial Accounting	4
BUS 231	Business Communication	3
BUS 234	Principles of Management	3
BUS 242	Principles of Marketing	3
BUS 281	Business Law I	3

ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3
Business Electives		5–6

Under the Business Plus Program, this two-year associate degree program may be combined with a four-year Liberal Arts program.

MASTER OF SCIENCE—ACCOUNTING

THIS PROGRAM IS OFFERED ONLY IN AN ONLINE FORMAT.

DESCRIPTION

The Master of Science in Accounting degree at Concordia is a 30 credit hours program that is designed to meet the 150-hour education requirement for licensure as a Certified Public Accountant (CPA) in most states.* The program will build on undergraduate business and accounting core education with a focus on advanced accounting subjects. The accounting courses provide students with the knowledge and skills needed to sit for the CPA Exam and start a successful career in accounting.

MISSION STATEMENT

The mission of the Master of Science in Accounting is to prepare students for successful business careers in the varying fields of accounting. The graduates of our M.S. program will have the skill set and foundation needed to prepare them for their future in the business world in either for-profit or non-profit organizations. By doing this, we will fulfill Concordia's overall mission to engage and nurture a diverse student body in a Christ-centered, value-oriented, liberal arts education for lives of service to church and community.

LEARNING OBJECTIVES

- to earn their Master of Science in Accounting and meet the credit hours of coursework required to be eligible to sit for the CPA Exam in most states*;
- to gain an understanding of corporate financial reporting;
- to develop the skills necessary for financial statement analysis; and, 4) gain in-depth knowledge of governmental accounting and financial reporting.

*Each of the 50 states or jurisdictions has its own set of fees and CPA Exam requirements for education, residency, and age. For details on requirements in your state or jurisdiction, visit the American Institute of CPAs at www.aicpa.org.

PROGRAM REQUIREMENTS:

ACC 541	Professional Tax Research	3
BUS 531	Effective Decision-Making and Communication	3
ACC 551	Governmental and Not-for-Profit Accounting	3
ACC 522	Advanced Accounting	3
ACC 535	Business Processes & Accounting Information Systems	3
BUS 537	Ethics and Corporate Social Responsibility	3

ACC 521	Advanced Auditing	3
ACC 534	Accounting Systems and Project Management	3
ACC 523	Issues in Audit Practice	3
ACC 542	Corporate Taxation	3

To be eligible for the M.S. in Accounting program, students must have completed equivalents to the following accounting courses: Financial Accounting, Managerial Accounting, Intermediate Accounting I and II, Cost Accounting, Federal Taxation, and Auditing. The Business Major Track is designed for students with a bachelor's degree in business who do not meet the program's prerequisites. Business Major Track students will have the opportunity to complete the prerequisite courses, as needed, throughout the program.

Business Track Students are also required to take:

ACC 511	Financial Accounting and Reporting I	3
ACC 512	Financial Accounting and Reporting II	3

MASTER OF SCIENCE—BUSINESS ANALYTICS

THIS PROGRAM IS OFFERED ONLY IN AN ONLINE FORMAT.

DESCRIPTION

Concordia College-New York's Master's Degree in Business Analytics prepares graduates to translate today's complex data into manageable, actionable recommendations. Close to NYC's Silicon Alley and Wall Street, Concordia New York's Business Analytics graduate program combines real world, industry applications and academic theory. Using statistical tools and cutting edge technologies, students create analytical models for strategic planning and business decision making, identify patterns and trends, predict outcomes, and clearly communicate findings.

MISSION STATEMENT

The Mission of the Master of Science in Business Analytics is to generate graduates who are able to capture data, understand its impact and communicate findings in an effective and professional manner.

LEARNING OBJECTIVES

- to apply best practices for data collection, preparation, integration, and data governance
- to use analytical and statistical methods, models, and technology to identify useful patterns in data
- to communicate findings and insights to inform business decisions and support competitive advantage

PROGRAM REQUIREMENTS:

BAN 510	Introduction to Business Analytics	3
BAN 514	Analytical Decision Making I	3
BAN 515	Analytical Decision Making II	3
BAN 511	Foundations of Database Management	3

BAN 512	Data Mining	3
BAN 513	Strategic Analytics	3
BAN 518	Applied Analytics	3
BAN 516	Predictive Analytics	3
BAN 517	Data Visualization and Communication	3
BAN 611	Business Analytics Capstone	3

MASTER OF SCIENCE—BUSINESS LEADERSHIP

THIS PROGRAM IS OFFERED IN BOTH ON-GROUND AND ONLINE FORMATS.

DESCRIPTION

The Master of Science in Business Leadership Program is an evening/weekend program that provides students with an advanced and diverse set of business leadership skills, an ethical foundation, and strategic global understanding. Designed primarily for working adults, the 33-credit program can be completed in one year by students who take two courses each session or in two years by those who take one course at a time. Students can enroll at any point in the sequence. Courses are offered in hybrid format, in which classes meet on campus five out of each eight weeks, with the other three weeks conducted online. Campus meetings are held Friday nights and Saturdays.

MISSION STATEMENT

The M.S. in Business Leadership Program is based on the quality and values of Concordia, which emphasizes a value-oriented education for service to the church and the community. The proposed program's mission will be to produce graduates with the business knowledge, experience, and leadership skills to engage in effective problem-solving and ethical decision-making, to grow in their chosen careers, and participate actively in the community around them.

The Master of Science in Business Leadership Program prepares students with the skills needed to lead people for positions in profit and not-for-profit enterprises, international organizations, and government agencies. The proposed program will prepare ethical leaders who may follow careers in the private and public sectors. These business professionals will benefit from the Christ-centered, value-oriented culture of Concordia, and the program's focus on ethics, social responsibility, public leadership, and the appreciation of multicultural issues and challenges.

LEARNING OBJECTIVES

- understand and articulate significant concepts relating to the study of leadership in business organizations;
- recognize and analyze various techniques of communication within an organization;
- understand/integrate the tools and techniques of Leadership to deal with current business issues, including innovation/change, entrepreneurship, ethics, social responsibility, corporate governance, and globalization; and
- demonstrate problem-solving and critical thinking about the application of leadership theory.

CANDIDATE ADMISSION REQUIREMENT

To be considered for admission, the candidate must submit the M.S. Business Leadership Application, completed and signed, and a non-refundable fee of $50. To complete the application process, official college transcripts from all colleges attended must be forwarded. The transcripts should reflect the completion of undergraduate program and a graduating GPA of at least 3.0 overall.

In addition, the following will also be submitted; two letters of recommendation; an essay (300-500 words in length) describing your professional goals, and a current résumé. RE/GMAT/MAT exams scores may be required.

Once the above items have been submitted, academically qualified students will then conclude the process with an interview with the Director of Graduate Business Program and a passing score on a writing sample.

PROGRAM REQUIREMENTS:

The M.S. degree is a 33-credit program, offering the following courses (all three credits except as noted):

BUS 520 *	Research Seminars I	1
BUS 521 *	Research Seminars II	1
BUS 522 *	Research Seminars III	1
BUS 531	Effective Decision Making & Communication	3
BUS 532	Global Culture & Business Practices	3
BUS 534	Leadership for Entrepreneurial/Innovative Business Organizations	3
BUS 535	Non-Profit & Public Leadership/Management	3
BUS 536	Risk Management Dimensions of Leadership	3
BUS 537	Ethics & Corporate Social Policy	3
BUS 552	Managerial Finance	3
BUS 571	International Leadership	3
BUS 691	Capstone Seminar	3
BUS 692	Executive Leadership & Strategic Management	3

Certain of these courses would be dual-track, allowing students to select projects and pursue concentrations based on their own interests.

* On-ground program only. Students enrolled in the online program will take BUS 523 to satisfy the three-credit Research Seminar requirement.

MASTER OF SCIENCE—DIGITAL MARKETING

THIS PROGRAM IS OFFERED ONLY IN AN ONLINE FORMAT.

DESCRIPTION

The Master of Science in Digital Marketing at Concordia will prepare students for careers in the expanding digital arena of the marketing world. Upon completion of this 30 credit program, graduates will be well versed in current advanced digital marketing concepts and be prepared to adapt these concepts as new technology and digital media develop. An additional focus of the program will be on applying these digital marketing concepts across all digital channels into real world environments. Combining universal marketing concepts with the latest in digital technology platforms, graduates from this program will be prepared for careers that span small non-profits, private consulting firms and major corporations in addition to integrated and digital agencies.

MISSION STATEMENT

The Mission of the Master of Science in Digital Marketing is to produce graduates who are ethically minded digital marketing professionals equipped for careers in this ever evolving field. Our students will learn to apply marketing research using the latest technology and digital platforms while developing the mindset of lifelong learners who are prepared to adapt as the industry does.

LEARNING OBJECTIVES

- to apply digital marketing concepts across digital channels that drive business outcomes
- to adapt digital marketing concepts to new and evolving technologies
- to develop digital marketing expertise for application in a broad base of industries including small nonprofits, private consulting firms, and major corporations
- to fulfill academic requirements to sit for Online Marketing Certified Associate (OMCA) certification and Online Marketing Certified Professional (OMCP) certification

PROGRAM REQUIREMENTS:

DMM 542	Foundations of Digital Marketing	3
DMM 535	Search Engine Optimization	3
DMM 543	Content Marketing	3
DMM 544	Social Media	3
DMM 545	Email Marketing	3
DMM 546	Mobile Marketing	3
DMM 547	Pay Per Click (PPC)	3
DMM 548	Conversion	3
DMM 537	Web Analytics	3
DMM 641	Capstone	

EDUCATION DIVISION

S. Squires, Dean

D. Carter, G. Dresser, E. Jung, J. Maulbeck, K. Roe

BACHELOR DEGREE PROGRAMS

TEACHER EDUCATION, B.A.
EDUCATIONAL SERVICES, B.A.

5-YEAR/B.A./M.S. ED.

EDUCATION, B.A. & SPECIAL CHILDHOOD EDUCATION M.S.ED

MASTER DEGREE PROGRAM

GENERAL/SPECIAL CHILDHOOD EDUCATION M.S.ED
GENERAL/SPECIAL EARLY CHILDHOOD EDUCATION M.S.ED

TEACHER EDUCATION PROGRAM

BACHELOR OF ARTS DEGREE

TEACHER EDUCATION MAJOR MISSION STATEMENT

The Teacher Education Program of Concordia College-New York cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a Program which is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them life-long scholars, competent problem-solvers, and servant leaders.

LEARNING OBJECTIVES

1. Teachers who are life-long scholars will use their education as a foundation for acquiring new knowledge and skills throughout their professional lifetime. Students enrolled in the program will, at the completion of their coursework, be knowledgeable about curriculum and instruction.
2. Teachers who are competent problem-solvers are prepared to meet the daily challenges of the classroom, school, and community. Concordia Teacher Education Program students will demonstrate the following in the context of classes in the program: respect for diversity, classroom management, metacognition and reflection, and competence in the use of educational technology.
3. Teachers who are servant leaders are able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process to work toward shared aspirations. Students in Concordia's program will exhibit the following during fieldwork and student teaching: a vision for learning, responsibility, reliability, and professionalism as they go about their duties.
4. Upon completion of the program, students will become teachers who will commit themselves to the welfare of those whom they teach and those whom they serve. Through the Teacher Education Program, Concordia graduates will develop skills as professionals in their field and demonstrate respect and commitment to their school communities.

DEGREE REQUIREMENTS:

A grade of B or better in ALL EDU and C or better in ALL Liberal Arts and Sciences required courses.	
Concordia Distinctive–Liberal Arts Core	43
Experiential Learning	11
Liberal Studies Specialization/Concentrations	24-25
Professional Support Courses	15-18
Pedagogical Courses	28
Exploration and Enrichment (General Electives as needed to reach 122)	1-0
	Total Credits = 122

CANDIDATE ADMISSION REQUIREMENTS INTO THE TEACHER EDUCATION MAJOR

Admission to Concordia College does not automatically include admission to the Teacher Education Program. Candidates usually apply for admission to the program at the end of the Sophomore year.

To be considered for admission:

- the candidate must maintain a grade point average of 3.0;
- successfully complete all courses in the pre-professional sequence;
- be fingerprinted;
- complete at least 35 clock hours of field work; and
- the candidate must also submit an application accompanied by three faculty recommendations.
- the candidate must take the ALST prior to the completion of sophomore year

Guidelines for application to the Teacher Education Program appear in the Teacher Education Handbook, available in the Teacher Education Program Office and online for Concordia students.

Candidates who have applied for admission to the Teacher Education Program will be asked to schedule and complete an interview with the Chair of the Program. Decisions concerning admittance of candidates to the Teacher Education Program are made by the professors in the program. Meeting the basic application requirements does not guarantee admittance to the program.

Other factors, such as disposition and likelihood of meeting state certification requirements, will also be taken into account. Only candidates who are admitted to the Teacher Education Program will be allowed to take courses in the Professional Sequence.

Once a candidate is admitted to the program, he/she will select their area of certification.

- Candidates may follow an Early Childhood, Childhood, or Middle Childhood area of study.
- He/She must maintain a 3.0 grade point average to remain in the program. Candidates who fail to do this must select another program of study.
- A minimum grade of C is required in all courses applied to the program. A candidate who earns less than a C will be required to repeat the course.

Candidates must also make a formal application for the Student Teaching Semester.

To be eligible for student teaching, candidates must:

- maintain the 3.0 grade point average;
- A minimum grade of B- in EDU 231, EDU 232, EDU 324, EDU 325, EDU 328, EDU 329;
- successfully complete 100 hours of field work;
- successfully complete all courses in the pre-professional and professional sequences; and
- display dispositions as described in TEP Handbook.
- pass the ALST

THE CONCORDIA DISTINCTIVE-TEACHER EDUCATION PROGRAM

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History—Select one from:		3
HIS 215	Survey of American History through the Civil War	
HIS 216	Survey of American History since the Civil War	
Human Thought and Behavior—Select one from:		3
PSY 181	General Psychology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		
MAT 121	Introduction to Probability and Statistics	3
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures		
GEO 101	World Geography	3

* This course is an Integrated Learning Course (ILC)

EXPERIENTIAL LEARNING VIA PROFESSIONAL & PEDAGOGICAL COURSES (11 CREDITS)

Pedagogical Core

Pre-Professional Practicum Experience: EDU 162 (EC), EDU 164 (CH), EDU 166 (MC)		1

Professional

EDU 481	Student Teaching	10

EXPLORATION & ENRICHMENT

INTERDISCIPLINARY STUDIES SPECIALIZATION/CONCENTRATIONS (TOTAL: 30 CREDITS)

Interdisciplinary Studies (15 credit hours)

GEO 101	World Geography	3
HIS 215	Survey of American History Through the Civil War	3
HIS 216	Survey of American History Since the Civil War	
SCI 100	Science in Context Credit maybe satisfied within the Concordia Distinctive	(3)
	Natural Science Elective	3

Specialization: Students select a specialization in one of the following areas:

Art* (15 credit hours)

ART 103	Drawing and Painting I	3
ART 203	Drawing and Painting II	3
ART 222	World Art	3
ART 391	Advanced Projects	1-4

Note: this course may be repeated up to a total of 8 credits.

Select two of the following:

ART 210	Architecture	3
ART 391	Advanced Projects in Visual Arts	1-4

Note: this course may be repeated up to a total of 8 credits.

Behavioral Studies* (15 credit hours)

PSY 251	Cognitive Psychology	3
SOC 252	Race and Ethnicity	3
SWK 302	Human Behavior and the Social Environment I	3
PSY 251	Cognitive Psychology	3
PSY 291	Developmental Psychology II	3
PSY/SOC 382	Social Psychology	3
PSY 385	Abnormal Psychology	3

Biology*(16 credit hours)		
BIO 207	Biology I	4
BIO 208	Biology II	4
BIO 373	General Microbiology	4
Select two of the following:		3
BIO 226 Conservation and Pollution Biology		
BIO 255 Foods and Nutrition		
BIO 285 Human Sexuality		
English* (15 credit hours)		
Select one course from:		3
ENG 211	Introduction to Fiction	
ENG 212	Introduction to Drama	
ENG 213	Introduction to Poetry	
Select two courses from:		6
ENG 201	British Literature I	
ENG 202	British Literature II	
ENG 203	British Literature III	
ENG 221	American Literature I	
ENG 222	American Literature II	
ENG 223	American Literature III	
Select two courses from:		6
ENG 341	Advanced Writing	
ENG 342	Creative Writing	
ENG 345	Journalism: Writing News, Reviews, Features	
ENG 346	Writing for the World Wide Web	
Mathematics* (16 credit hours)		
MAT 210	Calculus I	4
MAT 220	Calculus II	4
MAT 246	Introduction to Mathematical Computer Programming	3
MAT 310	Intermediate Calculus	4
MAT 350	Linear Algebra	3
Music (15 credit hours)		
MUS 209	World Music	3
MUS 215	(See changes in music courses)	3
MUS 216	(see changes in music courses)	3

Select two of the following:		6
MUS 240	Applied Music	
MUS 3xxx		

Theology* 15-18 credit hours

THE 252	World Religions	
THE 331	Issues in the Old Testament	3
THE 332	Issues in the New Testament	3
THE 334	Lutheran Theology (for LTD)	3
THE 234	The Christian Faith (for Christian Teacher Certificate)	3
Select one of the following:		6
PHI/THE 3xx		3

Note: Students selecting this specialization, who also take EDU 327 (Religious Education and the Role of the Christian Teacher) and complete the classroom teaching certification requirements, will be eligible for the Lutheran Teacher's Diploma. Christian Teacher certificate seeking students take EDU 327 and THE 234 to be eligible for the Christian Teacher certificate.

Social Studies* 15 credit hours

POL 271	American Government	3
HIS 201	Western Civilization I	3
HIS 202	Western Civilization II	

Select two additional History or Political Science electives 3xx level or above.

PROFESSIONAL SUPPORT COURSES AND PEDAGOGICAL CORES

Professional Support Courses (9-12 credit hours)

PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II (Middle Childhood Generalist Only)	3
PSY 294	Psychology of the Exceptional Child	3
EDU 271	Educational Psychology	3
SOC 241	Violence in the Family	3

Pedagogical Core (28 credit hours)

EDU 120	Principles of Education	3
EDU 162 (EC), EDU 164 (CH), EDU 166 (MC) Pre-Professional Practicum Experience I		1
EDU 243	Home, School, Church, and Community relations	2
EDU 251	Curriculum and Assessment	3
EDU 272	Classroom Applications of Instructional Technology	3
EDU 324	Integration of Movement, Music, and Art	3
EDU 325	Methods and Materials for Teaching Science and Social Studies	3

EDU 328	Methods and Materials for Teaching Reading/Language Arts I	3
EDU 329	Methods and Materials for Teaching Reading/Language Arts II	3
EDU 331	Methods and Materials for Teaching Math	3
EDU 451	The Classroom Culture	3
EDU 452	Student Teaching Seminar	2

LUTHERAN TEACHER'S DIPLOMA

The Lutheran Teacher's Diploma (LTD) is awarded to candidates who complete certain required religion and education courses and who meet the academic requirements for a New York State teaching certificate. A candidate who receives the Lutheran Teacher's Diploma may request placement in the preschool, elementary, or secondary schools of The Lutheran Church–Missouri Synod.

Since 1998, the College has been successful in placing called candidates as teachers in New York, New Jersey, Pennsylvania, Maryland, Texas, Illinois, Louisiana, Michigan, and Florida.

Concordia Distinctive Religion requirements (6 credits)

THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3

LTD required (15 credits)

THE 252	World Religions	3
THE 331	Issues in the Old Testament	3
THE 332	Issues in the New Testament	3
THE 334	Lutheran Theology (for LTD)	3
THE 234	The Christian Faith (for Christian Teacher Certificate)	3
Select one course from:		6
PHI/THE 3xx		3

CHRISTIAN TEACHERS CERTIFICATE

Students seeking a career in the larger Christian Education field are eligible to follow the Christian Teacher Certificate pathway. Students seeking a Christian Teacher's Certificate follow the same coursework as LTD students with one exception. Christian Teacher Certificate students take THE 243 The Christian Faith in lieu of THE 334 Lutheran Theology.

Concordia's program for teacher education is accredited by the Council for the Accreditation of Education Preparation (CAEP) http://caepnet.org and achieved national recognition from the Association for Childhood Education International (ACEI) and the National Association for the Education of Young Children (NAEYC).NEW YORK STATE TEACHING CERTIFICATE

Students who qualify for teaching certification in New York State and are recommended for certification through the College, must apply independently for certification online and must pay the applicable fee to the State for the certificate. Fees, policies, and charges are subject to annual review and change. Also, unexpected increases in costs may necessitate an increase in fees during the school year.

EDUCATIONAL SERVICES PROGRAM

BACHELOR OF ARTS DEGREE

EDUCATIONAL SERVICES PROGRAM MISSION STATEMENT

Teaching and learning take place in many places bedsides the traditional classroom, for example in business and industry, professional associations, community organizations, through governmental agencies and in the church. This includes corporate training or retraining, continuing education, professional development, enrichment courses and varieties of group work. Concordia wants to educate people to fill the ranks of training specialists in this wide variety of settings. Settings include Community, Public, Church, and the role of Teacher's aide.

The educational services major provides the broad, well-rounded interdisciplinary background necessary to be successful in this field. The major includes course work in education, communication, psychology, social theory and business. This program does not lead to teacher certification.

The major for the educational services student is divided into the Core and an Interest Area. The Core provides the student with basic knowledge suitable for moving into one of the four specific interest areas. The total number of hours required for the Core sequence is 17-18 hours.

Courses in the Interest Area provide the student with more specialized skills and contextual awareness. This allows students to specialize in a select area of educational services. The total number of hours required in the chosen Interest Area is 15, including at least one 3-hour internship. Students in this program are encouraged to take the state licensure exam for "teacher assistant."

PROGRAM REQUIREMENTS

The Concordia Distinctive for the Bachelor of Arts degree is required with the following modifications: Psychology 181, General Psychology, and Sociology 151, Elements of Sociology, are required within the Human Behavior area.

A minimum grade of C is required of all courses applied to the Program of Study. A candidate who earns less than a C will be required to repeat the course.

THE CONCORDIA DISTINCTIVE- LIBERAL ARTS CORE

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History—Select one from:		3
HIS 215	Survey of American History through the Civil War	
HIS 216	Survey of American History since the Civil War	
Human Thought and Behavior—Select one from:		3
PSY 181	General Psychology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	

* This course is an Integrated Learning Course (ILC)

ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		
MAT 121	Introduction to Probability and Statistics	3
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures		
GEO 101	World Geography	3
EXPLORATION & ENRICHMENT:		6
Experiential Learning		
EDU 120	Principles of Education	3
EDU 162/164/166	Pre-Professional Practicum	1
EDU 490	Educational Services Internship	3 or 6
REQUIRED SUPPORT COURSES:		
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3
Foreign Language (1 semester study in a language other than English)		3
Major: CORE+ Interest Area		
COM 234 or	Public Speaking	3
BUS 231	Business Communications	3
EDU 251	Curriculum and Assessment	3
EDU 272	Classroom Applications of Instructional Technology	3
EDU 371	Educational Psychology	3
PSY 281 or	Developmental Psychology I	3
PSY 291	Developmental Psychology II	
SOC 252 or	Race and Ethnicity	3
SOC 255	Social Problems: Poverty/DISC	

BUS 336 or	Organizational Behavior	3
SOC 382 or	Social Psychology	
SWK 311	Social Welfare/Social Institution	
SWK 241 or	Violence in the Family	3
SWK 281	Working with Special Populations	

INDIVIDUALIZED GRADUATION PLAN

Community Educational Services Interest Area

EDU 243	Home, School, Church	2
PSY 294	Psychology of Exceptional Child	3
SWK 241 or	Violence in the Family	3
SWK 281	Working with Special Populations	3
EDU 490	Educational Services Internship	3 or 6

Public Sector Services Interest Area

POL 271	American Government	3
SOC 252 or	Race and Ethnicity	3
SOC 255	Social Problems	
SWK 241 or	Violence in the Family	3
SWK 281	Working with Special Populations	
EDU 490	Educational Services Internship	3 or 6

Church Services Interest Area

EDU 327	Religious Education & Role of Christian Teacher	3
PSY 481	Counseling Psychology	3
SWK 241 or	Violence in the Family	3
SWK 281	Working with Special Populations	
EDU 490	Educational Services Internship	3 or 6

5-YEAR BACHELOR OF ARTS/ MASTER OF SCIENCE-EDUCATION

GENERAL/SPECIAL CHILDHOOD EDUCATION

CERTIFICATION OPTIONS:

Special Childhood Education, M.S.Ed.

General/Special Childhood Education, M.S.Ed. (grades 1-6)

DESCRIPTION

Special Education is a profession in which qualified teachers are in demand and highly-valued. Concordia College offers a Master's program with two options. The 5-year program leads to recommendation for NYS certification in two areas: General Education grades 1 through 6 and Special Education grades 1 through 6.

MISSION STATEMENT

Teachers who are life-long scholars will use their graduate education as a foundation for acquiring new knowledge and skills through extensive research throughout their professional lifetime. Teachers who are competent problem-solvers will be prepared to meet the daily challenges of the classroom, school, and community. Teachers who are servant leaders will be able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process and advocates for appropriate educational and community services.

LEARNING OBJECTIVES

1. Teachers who are life-long scholars will use their graduate education as a foundation for acquiring new knowledge and skills throughout their professional lifetime. Students enrolled in the Program will, at the completion of their coursework, be knowledgeable in the areas of theories of learning; curriculum; social, historical, and philosophical foundations of general and special education; formal and informal assessment techniques; needs of a diverse body of learners; and instructional resources.
2. Teachers who are competent problem-solvers are prepared to meet the daily challenges of the general and special education and inclusion classroom, the school, and the community. They will demonstrate respect for diversity in educational settings--especially diversity in learning styles, gender, race, ethnicity, religion, economic status, and abilities.
3. Teachers who are servant leaders are able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process to work toward shared aspirations. They will exhibit collaboration during fieldwork and student teaching.

DEGREE REQUIREMENTS:

C or better in all undergraduate required courses; B- or better in all undergraduate pedagogical courses and graduate courses.

Concordia Distinctive–Liberal Arts Core:	43
Experiential Learning:	18
Interdisciplinary Studies Specialization/Concentrations:	24-25
Professional Support Courses:	15
Pedagogical Courses:	53
Exploration and Enrichment:	1
	Total Credits = 154-155

TEACHER EDUCATION DEGREE OPTION:

CHILDHOOD SPECIAL EDUCATION or

CHILDHOOD/CHILDHOOD SPECIAL EDUCATION

NYS certification in two areas:
General Education grades 1 through 6 and Special Education grades 1 through 6.

M.S.Ed. Certification in CHILDHOOD SPECIAL EDUCATION requires the following courses:

Sequence of Courses, with Titles and Credits

CONCORDIA DISTINCTIVE- LIBERAL ARTS CORE

Section A: Integrated Learning Courses (20 credit hours)

THE CONCORDIA DISTINCTIVE- LIBERAL ARTS CORE

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History—Select one from:		3
HIS 215	Survey of American History through the Civil War	
HIS 216	Survey of American History since the Civil War	

Human Thought and Behavior—Select one from:		3
PSY 181	General Psychology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	
Mathematical Reasoning—Select one from:		
MAT 121	Introduction to Probability and Statistics	3
Personal Wellness		
PED 103	Fitness and Wellness	2
Science		
SCI 100	Science in Context *	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures		
GEO 101	World Geography	3

* This course is an Integrated Learning Course (ILC)

EXPERIENTIAL LEARNING VIA PROFESSIONAL & PEDAGOGICAL COURSES (17 CREDITS)

Pedagogical Core		
Pre-Professional Practicum Experience: EDU 162 (EC), EDU 164 (CH), EDU 166 (MC)		1
Professional		
EDU 481	Student Teaching Childhood	10
EDU 683	Student Teaching Special Education	6

EXPLORATION & ENRICHMENT

INTERDISCIPLINARY STUDIES SPECIALIZATION/CONCENTRATIONS (TOTAL: 30 CREDITS)

InterdisciplinaryStudies (9 credit hours)		
GEO 101	World Geography (Credit maybe satisfied within the Concordia Distinctive)	3
HIS 215	Survey of American History Through the Civil War	3
HIS 216	Survey of American History Since the Civil War	
SCI 100	Science in Context (Credit maybe satisfied within the Concordia Distinctive)	

Natural Science Elective		3
Specialization: Students select a specialization in one of the following areas:		
Art* (15 credit hours)		
Art 103 or	Drawing and Painting I	3
ART 203	Drawing and Painting II	3
ART 222	World Art	3
ART 391	Advanced Projects Note: this course may be repeated for a total of 8 credits.	1-4
Select two of the following:		
ART 210	Architecture	3
ART 391	Advanced Projects in Visual Arts Note: this course may be repeated up to a total of 8 credits.	1-4
Behavioral Studies* (15 credit hours)		
PSY 251	Cognitive Psychology	
SOC 252	Race and Ethnicity	3
SWK 302	Human Behavior and the Social Environment I	3
PSY 251	Cognitive Psychology	
PSY 291	Developmental Psychology II	3
PSY/SOC 382	Social Psychology	3
PSY 385	Abnormal Psychology	
Biology*(18 credit hours)		
BIO 207	Biology I	4
BIO 208	Biology II	4
BIO 373	General Microbiology	4
Select two of the following:		
BIO 226	Conservation and Pollution Biology	3
BIO 255	Foods and Nutrition	3
BIO 285	Human Sexuality	3
English* (15 credit hours)		
Select one course from:		3
ENG 211	Introduction to Fiction	
ENG 212	Introduction to Drama	
ENG 213	Introduction to Poetry	
Select two courses from:		6
ENG 201	British Literature I	
ENG 202	British Literature II	

ENG 203	British Literature III	
ENG 221	American Literature I	
ENG 222	American Literature II	
ENG 223	American Literature III	
Select two courses from:		6
ENG 341	Advanced Writing	
ENG 342	Creative Writing	
ENG 345	Journalism: Writing News, Reviews, Features	
ENG 346	Writing for the World Wide Web	

Mathematics* (18 credit hours)

MAT 210	Calculus I	4
MAT 220	Calculus II	4
MAT 246	Introduction to Mathematical Computer Programming	3
MAT 310	Intermediate Calculus	4
MAT 350	Linear Algebra	3

Music (15 credit hours)

MUS 209	World Music	3
MUS 215	Fundementals of Music	3
MUS 216	Theory and Practice of Music I	3
MUS 240	Applied Music	3
MUS 3xx		3

Social Studies* 15 credit hours

POL 271	American Government	3
HIS 201	Western Civilization I	3
HIS 202	Western Civilization II (whichever one not taken as part of Interdisciplinary Studies)	

Select two additional History or Political Science electives 3xx level or above.

Theology* 15-18 credit hours

THE 252	World Religions	
THE 331	Issues in the Old Testament	3
THE 332	Issues in the New Testament	3
THE 334	Lutheran Theology	3
THE 234	The Christian Faith (for Christian Teacher Certificate)	3
Select one course from:		6
PHI/THE 3xx 3		

Note: Students selecting this specialization, who also take EDU 327 (Religious Education and the Role of the Christian Teacher) and complete the classroom teaching certification requirements, will be eligible for the Lutheran Teacher's Diploma. Christian Teacher certificate seeking students take EDU 327 and THE 234 to be eligible for the Christian Teacher certificate.

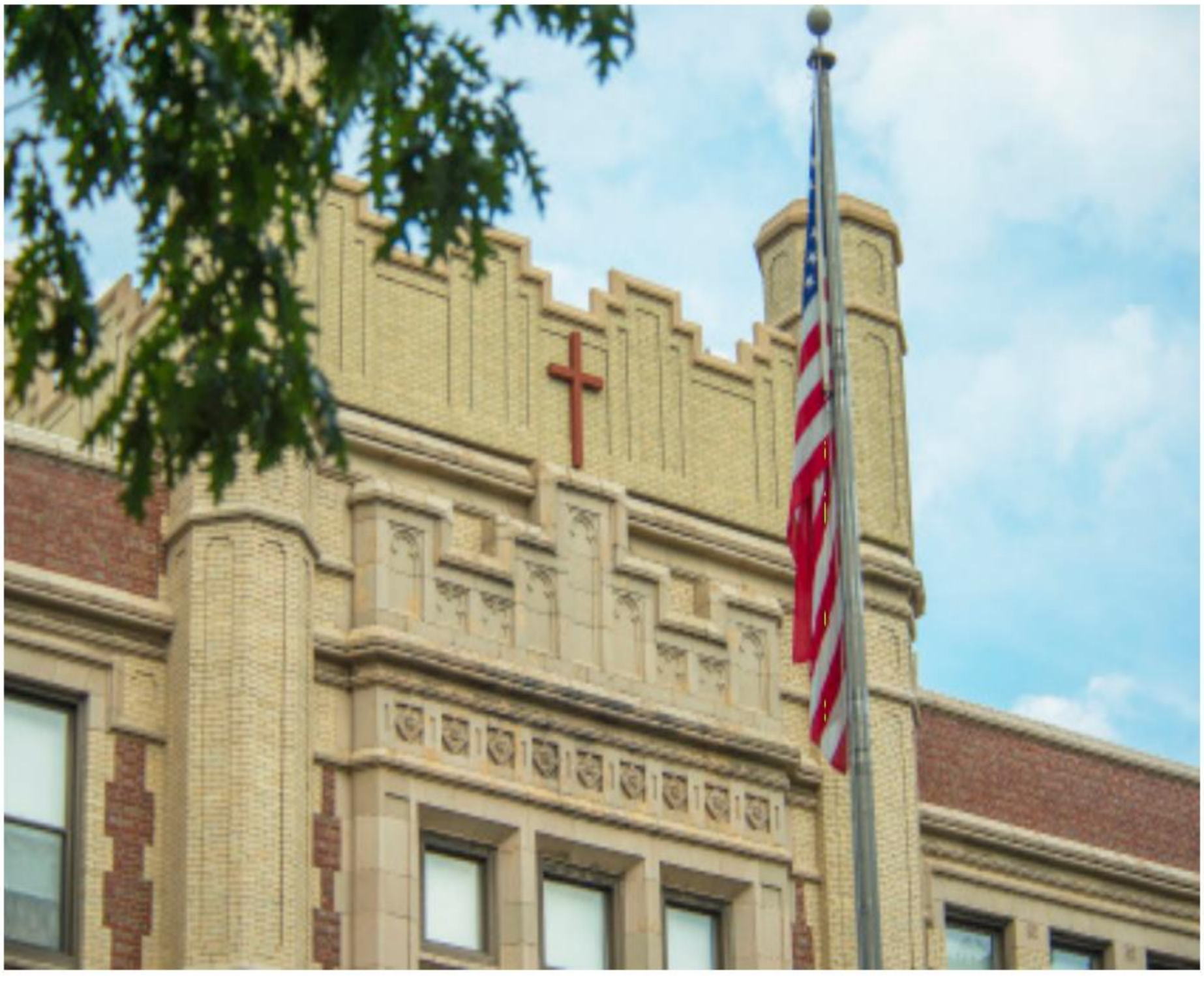
PROFESSIONAL SUPPORT COURSES AND PEDAGOGICAL CORES

Professional Support Courses (15 credit hours)

PSY 281	Developmental Psychology I	3
PSY 294	Psychology of the Exceptional Child	3
EDU 223	Children's Literature	3
EDU 371	Educational Psychology	3
SOC 241	Violence in the Family	3

Pedagogical Core (61 credit hours)

EDU 120	Principles of Education	3
EDU 162	(EC), EDU 164 (CH), EDU 166 (MC) Pre-Professional Practicum Experience I	1
EDU 243	Home, School, Church, and Community Relations	2
EDU 251	Curriculum and Assessment	3
EDU 272	Classroom Applications of Instructional Technology	3
EDU 324	Integration of Movement, Music, and Art	3
EDU 325	Methods and Materials for Teaching Science and Social Studies	3
EDU 328	Methods and Materials for Teaching Reading/Language Arts I	3
EDU 329	Methods and Materials for Teaching Reading/Language Arts II	3
EDU 331	Methods and Materials for Teaching Math	3
EDU 452	Student Teaching Seminar	2
EDU 529	Literacy Instruction for Students with Special Needs	3
EDU 531	Mathematics for Students with Special Needs	3
EDU 541	Classroom Management for Special Education	2
EDU 551	Special Education Assessment	3
EDU 552	Differentiated Instruction: Adapting Curriculum and Materials	2
EDU 553	Instructional and Assistive Technology	2
EDU 554	Inclusion/Collaboration: Working with Communities and Families	2
EDU 557	Teaching Students with Autism and Severe/Profound Disabilities	3
EDU 558	Advanced Study in English Language Arts with Practicum	3
EDU 600	Research Seminar	3
EDU 683	Student Teaching Seminar	6



MASTER OF SCIENCE-EDUCATION

CERTIFICATION OPTIONS:

Special Childhood Education, M.S.Ed.
General/Early Childhood Special Education M.S.Ed. (Birth – 2)
General/Special Childhood Education, M.S.Ed. (Grades 1-6)
Early Childhood Special Education M.S.Ed. (Birth – 2)

DESCRIPTION

SPECIAL CHILDHOOD EDUCATION PROGRAM

THIS PROGRAM IS OFFERED IN BOTH ON-GROUND AND ONLINE FORMATS.

Special Education is a profession where qualified teachers are in demand and highly-valued. Concordia College offers a Master's program with several options. Certified teachers may enter a 35-credit program leading to a recommendation for NYS certification in Special Education grades 1 through 6. The second program is a 44-credit program open to persons with a Bachelor's degree in an area other than education. This program leads to recommendation for NYS certification in two areas: General education grades 1 through 6 and Special Education grades 1 through 6. Students entering the 44-credit program must also demonstrate completion or complete all NYS required credits in the liberal arts.

EARLY CHILDHOOD SPECIAL EDUCATION

THIS PROGRAM IS OFFERED IN BOTH ON-GROUND AND ONLINE FORMATS.

The purpose of the Early Childhood Special Education program is to prepare teachers to educate diverse groups of young children across a variety of program settings including home, center-based programs, inclusive preschools and public school classes and programs. This program has two options. Certified teachers may enter the 34-37 credit program leading to a recommendation for the NYS certification in Early Childhood Special Education, Birth – Grade 2. The second program option is designed for persons with a Bachelor Degree in an area other than education and requires 46 credits. This program leads to a recommendation for NYS certification in General/Special Education, Birth - Grade 2. All students entering either program option must also demonstrate completion or complete all NYS required credits in the liberal arts and content core.

MISSION STATEMENT

Teachers who are life-long scholars will use their graduate education as a foundation for acquiring new knowledge and skills through extensive research throughout their professional lifetime. Teachers who are competent problem-solvers will be prepared to meet the daily challenges of the classroom, school, and community. Teachers who are servant leaders will be able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process and advocates for appropriate educational and community services.

LEARNING OBJECTIVES

1. Teachers who are life-long scholars will use their graduate education as a foundation for acquiring new knowledge and skills throughout their professional lifetime. Students enrolled in the program will, at the completion of their coursework, be knowledgeable in the areas of theories of learning;

curriculum; social, historical, and philosophical foundations of special education; formal and informal assessment techniques; needs of a diverse body of learners; and instructional resources.

2. Teachers who are competent problem-solvers are prepared to meet the daily challenges of the special education and inclusion classroom, the school, and the community. They will demonstrate respect for diversity in educational settings--especially diversity in learning styles, gender, race, ethnicity, religion, economic status, and abilities.
3. Teachers who are servant leaders are able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process to work toward shared aspirations. They will exhibit collaboration during fieldwork and student teaching.
4. It is expected that at the end of the program, completers will exhibit a caring attitude and compassion toward the students in their care and commit themselves to the welfare of those whom they teach and those whom they serve.

CANDIDATE ADMISSION REQUIREMENTS

To be considered for admission, the candidate must submit an M.S. Ed. Application, completed and signed, and a non-refundable application fee of $50. To complete the application process, official college transcripts from all colleges attended must be forwarded. The transcripts should reflect the completion of a major in a liberal arts or science discipline and a graduating GPA of at least 3.1 overall. In addition, the following will also be submitted: two letters of recommendation; an essay (300-500 words in length) describing a personal philosophy of education, statement of intent, and rationale for pursuing the degree; and a current résumé.

"Students who hold or are eligible for NYS early childhood or middle childhood teacher certification at the time of entry into the General/Special Education program and have already fulfilled requirements for (1) social studies and science methods, and (2) student teaching at the childhood level, may take the following courses instead: EDU 601 for EDU 525 and EDU 682 for EDU 683." These changes meet NYSED requirements for teacher certification at the Childhood level.

Once the above items have been submitted, academically qualified students will then conclude the process with an interview with a faculty member of the Graduate Program and a passing score on a writing sample. Guidelines for student teaching will appear in the Graduate Education Student Teacher Handbook, available in the Graduate Education Office. Interested parties should contact the Director of Special Education for more information.

COMPLIANCE WITH NYSED CERTIFICATION EXAMS

Prior to the completion of 12 credits, students will take the Academic Literacy Skills Test (ALST). If the test is not passed, students will be required to meet with an advisor to develop a plan for retaking the test. 3-credit professional writing course may be required to assist students with NYS Certification exams. In addition, students without initial NYS certification are strongly encouraged to student teach in the semester prior to the completion semester so they may submit the NYS edTPA with the support of the program faculty. Any student who does not pass the edTPA will be required to meet with an advisor to develop a plan for retaking the exam. Students in the 5-year program are required to take the ALST prior to their Junior year. Any student who does not pass this test will meet with an advisor to develop a plan for retaking and passing the test.

*Students who do not pass the ALST will not be allowed to enroll in student teaching.

DEGREE OPTIONS:

SPECIAL CHILDHOOD EDUCATION

THIS PROGRAM IS OFFERED IN BOTH ON-GROUND AND ONLINE FORMATS.

SPECIAL CHILDHOOD EDUCATION	
NYS certification in Special Education (Grades 1 through 6)	35 credits
or	
NYS certification in teaching students with disabilities (Birth – 2)	34-37 credits

GENERAL/CHILDHOOD SPECIAL EDUCATION	
NYS certification in two areas: General Education grades 1 through 6 and Special Education grades 1 through 6.	44 credits
NYS certification in two areas: General Education (Birth through Grade 2 and Teaching students with disabilities (Birth through Grade 2-4)	46 credits

M.S.Ed. Certification in CHILDHOOD SPECIAL EDUCATION requires the following courses:

COURSE NUMBER	COURSE TITLE	CREDITS
Sequence of Courses, with Titles and Credits		
EDU 501	Introduction to Special Education	3
EDU 510	Development/Characteristics of Students with Special Needs	3
EDU 528	Language, Culture, and Literature	3
EDU 529	Literacy Instruction for Students with Special Needs	3
EDU 531	Mathematics for Students with Special Needs	3
EDU 541	Classroom Management for Special Education	2
EDU 551	Special Education Assessment	3
EDU 552	Differentiated Instruction: Adapting Curriculum and Materials	2
EDU 553	Instructional and Assistive Technology	2
EDU 554	Inclusion/Collaboration: Working with Communities and Families	2
EDU 557	Teaching Students with Autism and Severe/Profound Disabilities	3
EDU 600	Research Seminar	3
EDU 682	Student Teaching Seminar	3

For the M.S. Ed. Certification in GENERAL/CHILDHOOD SPECIAL EDUCATION the following additional courses are required:

EDU 520	Foundations of Education	3
EDU 525	Methods for Teaching Science and Social Studies	3

EDU 683	Student Teaching (taken in place of EDU 682)	6

Core Courses (both programs):

EDU 502	Foundations and Context for Early Childhood Education, Early Intervention, and Early Childhood Special Education	3
EDU 555	Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education	3
EDU 521	Observing and Assessing the Young Child	3
EDU 530	Literacy Instruction for the Young Child: Multi-Sensory Approaches	3
EDU 531	Mathematics for Students with Special Needs	3
EDU 524	Arts, Play, and the Young Child	3
EDU 529 or	Literacy Instruction for Students with Special Needs	3
EDU 559	Writing Development in the Young Child	3
EDU 541	Classroom Management	2
EDU 553	Instructional and Assistive Technology	2
EDU 557	Teaching Students with Autism and Severe Disabilities	3
EDU 600	Research Seminar (Capstone)	3

For M.S. Ed. in EARLY CHILDHOOD SPECIAL EDUCATION the following courses are required:

EDU 525*	Methods for Teaching Science and Social Studies	3
EDU 682	Student Teaching in Special Education	3

*Only needed if no equivalent course was taken prior to admission

For the M.S. Ed. in EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION the following courses are required:

EDU 525: Methods for Teaching Science and Social Studies 3

EDU 682: Student Teaching in Special Education

*Students who do not pass the ALST will not be allowed to enroll in student teaching. 3

DIVISION OF NURSING

K. Flaherty, Dean
L. Alfano, K. Bourgeois, R. Camille, C. Corcoran, H.Dill, S. Ferman-Orlofsky, A. Kornobis, A. Kulk, A. Simmons, S. Tighe

BACHELOR DEGREE PROGRAMS

NURSING, B.S.

TRADITIONAL NURSING

ACCELERATED POST-BACCALAUREATE NURSING

RN-BS COMPLETION NURSING PROGRAM

UNDERGRADUATE NURSING PROGRAM

BACHELOR OF SCIENCE DEGREE

The Nursing Program at Concordia College prepares individuals for careers as Professional Nurses. Concordia College offers three programs in nursing, a traditional undergraduate program, an accelerated post-Baccalaureate program for individuals who hold a Baccalaureate degree in another discipline, and a post-licensure RN-BS Completion program. The Nursing Program is fully accredited by the University of the New York State Education Department (NYSED). The baccalaureate degree in nursing program at Concordia College-New York is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The Nursing Program builds upon the liberal arts and sciences and prepares graduates for their professional nursing practice. The pre-licensure nursing programs prepare graduates to sit for the National Certification and Licensing Examination for Registered Nurses (NCLEX-RN).

MISSION STATEMENT

The mission of the Concordia College Nursing Program is to provide quality baccalaureate education in nursing in a values-oriented, faith-based atmosphere to prepare individuals to enter into practice as professional nurses and for registered nurses to their practices as Baccalaureate prepared professionals.

PROGRAM OBJECTIVES:

Graduates of the Concordia College Division of Nursing will be able to:

1. integrate concepts from the liberal arts, physical and social sciences with nursing theory, and practice to provide safe, competent, quality care;
2. demonstrate appropriate leadership behaviors in nursing that promote health, safety, quality and foster change;
3. analyze evidence from a variety of sources for legitimacy and pertinence to nursing care;
4. implement evidence-based nursing interventions;

5. manage information from a variety of venues, e.g. liberal arts, sciences, research, culture, health information technology, effectively when implementing the nursing process;
6. analyze health care and public policy that affects professional nursing;
7. deliver competent and compassionate nursing care within an interdisciplinary health care team;
8. demonstrate effective oral, written, electronic, and non-verbal communication with patients and members of the interdisciplinary team in the delivery of nursing care;
9. facilitate health promotion, disease prevention, and risk reduction;
10. demonstrate core professional nursing values of altruism, autonomy, respect for human dignity, integrity, and social justice in the delivery of nursing care;
11. practice in accordance with ethical and legal principles which embrace the sanctity of human dignity;
12. provide culturally and spiritually competent care to diverse patient populations;
13. design clinical interventions utilizing critical thinking; and
14. engage in life-long learning and continuous professional development.

DEGREE REQUIREMENTS

Concordia Distinctive–Liberal Arts Core:	40
Experiential Learning: Professional Field Sequence:	6
Required Program Courses:	47
Required Support Courses:	21
Exploration and Enrichment Sequence:	8
	Total Credits = 122

CANDIDATE ADMISSION TO THE UNDERGRADUATE PROGRAM

First-year students interested in the traditional Undergraduate Program in nursing are admitted to the College as nursing candidates. During the Freshman and Sophomore years, nursing candidates complete required course work which will prepare them for admission to the Nursing program of study. Candidates must apply to the Chair of the Undergraduate Program for admission to the Nursing program in their second year of the program. Eligibility for the Nursing program of study includes:

1. Cumulative grade average of 3.0;
2. Minimum of a C+ in every science course taken at Concordia College (CHM 171; BIO 215; BIO 271; BIO 272; BIO 373);
3. Minimum of a B in any required science course taken within the last 5 years transferred into Concordia College;
4. Minimum of a C+ in psychology courses taken at Concordia College (PSY 181; PSY 281; PSY 291);
5. Minimum of a B in any required psychology courses taken within the last 5 years, transferred into Concordia College;

6. Minimum of C+ in pre-requisite nursing courses taken at Concordia College (NUR 221, NUR 222). Note: All nursing courses for the nursing major are required to be taken at Concordia College.
7. Letter of recommendation from a member of the faculty at Concordia College.
8. Successfully achieve at least the Proficiency Level on the Test of Essential Academic Skills (TEAS Test) within 9 months prior to application to the Nursing Program.

PROGRAM REQUIREMENTS:

Once a candidate is admitted to the Program, he or she is expected to maintain an overall grade point average of 3.0. A minimum grade of C+ is required in all nursing courses. Students who earn less than a C+ will be required to repeat the course. Withdrawal from two nursing courses will be considered as one course failure. Students will be permitted to repeat only one course in the program. Students who fail to maintain the required GPA and/or attain at least a C+ in all nursing courses must select another program of study

THE CONCORDIA DISTINCTIVE-LIBERAL ARTS CORE:

- 40 hours for the Bachelor of Arts degree is required.
- Section A: Integrated Learning Courses (20 credit hours)
- The remaining 17 credit hours of The Concordia Distinctive-Liberal Arts Core consist of courses in various disciplines that support the total Concordia Distinctive-Liberal Arts Core learning experience.

COURSE NUMBER	COURSE TITLE	CREDITS
First-Year Seminar		
FYS 100	First-Year Seminar (First-Year students only) *	3
Communications		
COM 100	Using Language to Inform *	3
COM 100L	Writing Lab	1
COM 101	Using Language to Persuade *	3
COM 110	Information Literacy	1
English		
ENG 2XX	Select one from the designated ENG 2XX courses	3
History—Select one from:		3
HIS 100	Global History *	
Human Thought and Behavior		3
PSY 181	General Psychology	
Living with the Arts—Select one from:		3
HUM 100	Living with the Arts *	
ART 222	World Art *	
MUS 215	Fundamentals of Music *	
NMC 232	Introduction to New Media *	

Mathematical Reasoning—Select one from:		
MAT 121	Introduction to Probability and Statistics	3
Personal Wellness		
NUR 221	Concepts of Health Promotion and Disease Prevention	2
Science		
CHM 171	Elements of Inorganic, Organic, and Biochemistry	3
Theological Foundations		
FYS 101	Transfer Seminar (Transfer students only)	1
THE 101	Christian Faith and Ethos	3
THE 201	Global Christianity	3
World Cultures		
ART 222	World Art * (unless used under the LWAT category)	3
ENG 241	World Literature	3
MUS 209	World Music	3
NMC 234	World Cinema	3
THE 252	World Religions	3
Experiential Learning: Professional Field Sequence within the Nursing Core		6
Required Program Courses: (A grade of C+ or better in all required courses)		53
Nursing Core		
NUR 221	Concepts of Health Promotion and Disease Prevention	(2)
NUR 222	Caring and Therapeutic Use of Self	3
NUR 311	Critical Thinking in the Clinical Management of Patients	4
NUR 312	Health Assessment	3
NUR 314	Acute Care of the Adult I	4
NUR 315	Acute Care of the Adult II	4
NUR 316	Nursing Care of the Older Adult	4
NUR 321	Pathopharmacology I	3
NUR 322	Pathopharmacology II	3
NUR 341	Contemporary Issues in Nursing (WAC)	2
NUR 415	Nursing Care of Aggregate Populations: Community& Mental Health	6
NUR 416	Nursing Care of Aggregate Populations: Family	8
NUR 431	Research, Theory and Evidence Basis for Nursing Care	3
NUR 451	Nursing Leadership	3

CAPSTONE		
NUR 452	Transition to the Professional Nursing Role	3

REQUIRED SUPPORT COURSES: (21 CREDITS)

Social and Physical Science Core		
BIO 215	Heredity and Society	3
BIO 271	Anatomy and Physiology I	4
BIO 272	Anatomy and Physiology II	4
BIO 373	General Microbiology	4
CHM 171	Elements of Inorganic, Organic and Biochemistry	(3)
PSY 181	General Psychology	(3)
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
Exploration & Enrichment		9

ACCELERATED POST-BACCALAUREATE NURSING

ADMISSION TO ACCELERATED POST-BACCALAUREATE NURSING PROGRAM

The Post-Baccalaureate Program in Nursing is designed for the adult learner who holds a Baccalaureate degree in another discipline and who wishes to pursue a career in nursing. The Post-Baccalaureate Bachelor's Program is an intensive full-time course of study that builds upon the liberal arts and science background that students bring with them from their previous Baccalaureate education. Accepting up to 65 credits in transfer, the student is required to complete 55 credits in nursing and 6 Concordia College-New York core requirements over a 15-month period.

Admission criteria for the Post-Baccalaureate Bachelor's degree in Nursing are:

1. A Bachelor's degree from a regionally accredited institution with a 3.2 or higher cumulative grade average.
2. Science courses (that include a laboratory component) completed within the past 5 years with a "B"or better, specifically:
   - Chemistry: 4 credits
   - Anatomy and Physiology: 8 credits
   - Microbiology: 4 credits
3. Successful achievement of at least the Proficiency Level on the Test of Essential Academic Skills (TEAS Test) within 12 months of the applicant's proposed admission to the nursing program. One retake per year is permitted.

CORE REQUIREMENTS: 6 CREDITS FROM SELECTED RELIGIOUS STUDIES COURSES

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTER OFFERED
NUR 311	Critical Thinking in the Clinical Management of Patients	4	First Semester, Fall
NUR 312	Health Assessment	3	First Semester, Fall
NUR 314	Acute Care of the Adult Patient I	4	First Semester, Fall
NUR 315	Acute Care of the Adult Patient II	4	Second Semester, Spring
NUR 316	Nursing Care of the Older Adult	4	Second Semester, Spring
NUR 321	Pathopharmacology I	3	First Semester, Fall
NUR 322	Pathopharmacology II	3	Second Semester, Spring
NUR 331	Prevention, Health Promotion, and Risk Reduction	2	Second Semester, Spring
NUR 341	Contemporary Issues in Nursing	2	Second Semester, Spring (WAC)
NUR 342	Spiritual and Cultural Competence in Nursing Care Delivery	3	First Semester, Fall
NUR 415	Nursing Care of Aggregate Populations: Community & Mental Health	6	(either Third or Fourth Semester)
NUR 416	Nursing Care of Aggregate Populations: Family	8	(either Third or Fourth Semester)
NUR 431	Research, Theory and Evidence Basis for Nursing Care	3	Third Semester, Summer (WAC)
NUR 451	Nursing Leadership	3	Fourth Semester, Fall
NUR 452	Transition to the Professional Nursing Role	3	Fourth Semester, Fall

RN-BS NURSING COMPLETION PROGRAM

THIS PROGRAM IS OFFERED IN BOTH ON-GROUND AND ONLINE FORMATS.

The RN-BS completion program is designed for registered nurses seeking a Baccalaureate degree in Nursing. This program will provide professional registered nurse students with the critical thinking and professional skills necessary to enhance their nursing practice and participate as equal partners in the increasingly complex health care industry. The RN-BS Completion program is delivered in a weekend and evening format with students taking liberal arts and general education courses in the Division of Adult Education and nursing courses in the Division of Nursing. While students may opt to attend the program on a full time basis, courses are scheduled so as to allow the Registered Nurse working full time to attend the program on a part-time basis.

Admission criteria for the RN-BS Completion program are:

1. Associate of Arts or Associate of Science degree in nursing with a minimum cumulative GPA of 2.5 on a 4.0 scale OR,
2. Diploma in Nursing (30 credits accepted for New York State license);
3. A license to practice professional nursing in New York State.

Students may transfer up to 90 credits in fulfillment of the degree. 9 credits can be considered for VLE approval. 30 credits must be taken from Concordia College New York.

Section A: Integrated Learning Courses (22 credit hours)

COURSE NUMBER	COURSE TITLE	CREDITS
Communication		
COM 234	Public Speaking	3
ENG 101	Freshman Composition I	3
ENG 102	Introduction to Literature	3
World Cultures		
ENG 241 or THE 252	World Literature World Religions	3
HIS 202 or POL 271	Western Civilization II American Government	3
HUM 100	Living with the Arts	3
Mathematical Thought/Science		
MAT 121	Introduction to Probability and Statistics	3
SCI 100 or BIO 153	Science in Context Issues in Human Ecology	3

Human Behavior		
PHI 101	Introduction to Philosophy	3
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3
Theology—Select one from:		6
THE 111	Narrative of Sacred Scripture	
THE 234	The Christian Faith	
THE 252	World Religions (only if not used in World Cultures)	
Program Specific Focus		
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3

REQUIRED SUPPORT COURSES		
CHM 171	Elements of Inorganic, Organic and Biochemistry	(3)
BIO 215	Heredity and Society	3
BIO 271	Anatomy and Physiology I	4
BIO 272	Anatomy and Physiology II	4
BIO 373	General Microbiology	4
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
REQUIRED NURSING COURSES		
NUR 312	Health Assessment	3
NUR 323	Pathopharmacophysiology	3
NUR 331	Health Promotion, Disease Prevention and Risk Reduction	3
NUR 341	Contemporary Issues in Nursing	2
NUR 342	Spiritual and Cultural Competence in Nursing Care Delivery	3
NUR 431	Research, Theory and Evidence Basis for Nursing Care	3
NUR 441	Professional Nursing Portfolio	3
NUR 451	Nursing Leadership	3

DIVISION OF ADULT EDUCATION

W. Salva, Dean
A. Heath, Director
J. Saa-Tomala, Program Coordinator

ASSOCIATE DEGREE PROGRAM

ACCELERATED DEGREE – LIBERAL STUDIES, A.A.

BACHELOR DEGREE PROGRAMS

ACCELERATED DEGREE – BEHAVIORAL SCIENCE, B.A.

ACCELERATED DEGREE – BUSINESS ADMINISTRATION, B.S.

ACCELERATED DEGREE – HEALTH CARE ADMINISTRATION, B.S.

ACCELERATED DEGREE – HEALTH STUDIES, B.S.

DESCRIPTION

The Adult Education Division offers five accelerated degree programs, centered in a liberal arts curriculum, in which the course offerings emphasize educational experiences that cultivate personal growth and the development of skills in preparation for a full and productive life. The programs are based on sound educational standards energized by a Christian philosophy and values. The student is viewed from an holistic perspective that encompasses spiritual, social, intellectual, and personal development. Through the cultivation of sound habits of reading, writing, and critical thinking, the student develops effective self-expression and meaningful communication.

THE ADULT LEARNING EXPERIENCE

The adult learning model at Concordia provides a unique alternative to the traditional method of pursuing a degree. It is designed especially for adults whose personal and professional schedules make full-time course study seem impossible. The goal of the adult learning experience is to relate newly acquired information directly to one's personal and professional life. Consider that adults:

1. Prior learning experiences have produced significant learning for the student, which may be evaluated for credit by means of a formalized petition process called "Validated Learning Experience" (VLE).
2. Possess past and present life/work experiences that serve as a catalyst in the learning process.
3. Self-directed enough to withstand the academic rigors of the program offerings.
4. Highly motivated to succeed.

At the heart of the adult learning experience is an emphasis on good written and verbal communication. This goal is attained through the writing of papers, reports, and the presentation of individual and group oral reports. Ultimately, the goal of this program is to help students develop a pattern for life-long learning that is vital for personal and professional growth.

PROGRAM SUMMARY

The Accelerated Degree Program (ADP) is an option available to qualified adult students (25+ years of age) enrolled at Concordia College. The program offers sequential courses for fulfilling core and program requirements.

Each course requires the student spend significant additional time outside class meetings (20–25 hours per week). Students must complete all graduation requirements stated in the Concordia College-New York Catalog to receive a Baccalaureate or Associate Degree from Concordia.

LEARNING OBJECTIVES: CONCORDIA GRADUATES WILL BE ABLE TO:

1. Connect various fields of learning in the liberal arts;
2. Demonstrate an understanding of the world from a liberal arts perspective;
3. Use foundational analytical, critical thinking and communication skills developed in the Concordia Experience;
4. Demonstrate creative problem-solving;
5. Demonstrate the self-discipline necessary to learn beyond the classroom;

ADULT EDUCATION STUDENT ADMISSION

ADMISSION REQUIREMENTS

The College welcomes non-traditional students who wish to undertake academic course work or regular academic programs. As an alternative to the more traditional academic programs, students are directed to the accelerated degree programs in Behavioral Science, Business Administration, Health Care Administration, Health Studies, and Liberal Studies.

Admission requirements to the Accelerated Bachelor Degree Program:

1. it is recommended students have at least five (5) years of relevant work experience;
2. students must be at least 25 years of age;
3. students with fewer than 60 credits must enroll in the College's Associate's Degree Program. Upon completion of 60 credits, students will continue in the Bachelor Degree Program. Students with more than 60 credits will directly enroll in the Bachelor Program.
4. only grades of "C" or higher are accepted in transfer;
5. Students who have not earned at least an associate's degree must submit an official high school transcript or High School Equivalency (HSE) diploma and test scores/Test Assessing Secondary Completion, TASC ™ (formally General Educational Development, GED®).
6. Submit official college transcripts.

ADMISSION PROCESS

A potential candidate for Adult Education must complete the following to be admitted to Concordia College:

1. meet with the Admission Department;
2. submit application with application fee and tuition deposit;
3. submit high school transcript or GED (if applicable) and other official transcripts from previous institutions for assessment;
4. submit work résumé; and
5. take placement tests (if applicable).

ADULT EDUCATION–ASSOCIATE IN ARTS IN LIBERAL STUDIES DEGREE

ACCELERATED DEGREE PROGRAM

The Associate in Arts and Liberal Studies Degree is offered in an accelerated format. The requirements for the A.A. degree in liberal studies are:

LEARNING OBJECTIVES: CONCORDIA GRADUATES WILL BE ABLE TO:

- Connect various fields of learning in the liberal arts;
- Demonstrate an understanding of the world from a liberal arts perspective;
- Connect various fields of learning in the liberal arts;
- Use foundational analytical, critical thinking and communication skills developed in the Concordia Experience;
- Demonstrate creative problem-solving;
- Demonstrate the self-discipline necessary to learn beyond the classroom.

65 CREDITS REQUIRED

COURSE NUMBER	COURSE TITLE	CREDITS
COM 234	Public Speaking	3
ENG 101	First-Year Composition	3
ENG 102	Introduction to Literature	3
HIS 202	Western Civilization II	3
HUM 100	Living with the Arts	3
MAT 121	Introduction to Probability and Statistics	3
THE 111	The Narrative of Sacred Scripture	3
THE 234	The Christian Faith	3
THE 252	World Religions	3
SCI 100	Science in Context	3
ENG 241	World Literature	3
PSY 181	General Psychology	3

SOC 151	Elements of Sociology	3
BIO 153	Issues in Human Ecology	3
ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3
PHI 101	Introduction to Philosophy	3
POL 271	American Government	3
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
SOC 252	Race and Ethnicity	3
	Life Application Projects 2	

BACHELOR OF ARTS IN BEHAVIORAL SCIENCE
ACCELERATED DEGREE PROGRAM

The Bachelor of Arts in Behavioral Science is offered in an accelerated format. The Behavioral Science program provides adult students (25+ years of age with a recommended five years of work experience) with a broad understanding of psychology (the study of the individual) and sociology (the study of an individual's interaction with groups).

BEHAVIORAL STUDIES IN ADULT EDUCATION

Liberal Studies Core Courses:	45
Program Requirement Courses:	45
Elective Courses:	32
	Total Credits: 122

LEARNING OBJECTIVES: CONCORDIA GRADUATES WILL BE ABLE TO:

- identify patterns of social change, noting the roles of ideology, technology, economics, politics, and religion to bring about change;
- describe key theoretical developments, critically think, analyze, and articulate from a psychological, and social perspective;
- identify and apply basic methodological principles, use research techniques and research technologies to explore propositions in the social sciences;
- use social science methods and findings to form empathy for others and pursue the welfare of society;
- apply critical thinking to inform and communicate professional judgments;
- engage diversity and difference in practice.

NTERDISCIPLINARY STUDIES CORE COURSES (45 CREDITS):

COURSE NUMBER	COURSE TITLE	CREDITS
Communication		
COM 234	Public Speaking	3
ENG 101	First-Year Composition	3
ENG 102	Introduction to Literature	3
World Cultures		
ENG 241 or THE 252	World Literature World Religions	3
HIS 202 or POL 271	Western Civilization II American Government	3
HUM 100	Living with the Arts	3
Mathematical Thought/Science		
MAT 121	Introduction to Probability and Statistics	3
SCI 100 or BIO 153	Science in Context Issues in Human Ecology	3
Human Behavior		
PHI 101	Introduction to Philosophy	3
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3
Theology (select two courses from)		6
THE 111	Narrative of Sacred Scripture	
THE 234	The Christian Faith	
THE 252	World Religions (only if not used in World Cultures)	
Program Specific Focus		
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3

PROGRAM REQUIREMENTS: A minimum grade of C is required in all courses applied to the program.

BIO/SOC 215	Heredity and Society	3
ENG 341	Advanced Writing	3
PHI 311	Philosophy of the Social Sciences	3
PSY 294	Psychology of the Exceptional Child	3
PSY 382	Social Psychology	3
PSY 385	Abnormal Psychology	3

PSY 481	Counseling Psychology	3
PSY 483	Theories of Personality	3
SOC 241	Violence in the Family	3
SOC 252	Race and Ethnicity	3
SOC 255	Social Problems	3
SOC 420	Methods of Social Research	3
SOC 452	Senior Seminar in Sociology	3
SOC 455	Social Theory	3
SWK 336	Organizational Behavior	3

ELECTIVE CREDITS: (32 CREDITS)

- Transfer credits
- Portfolio in Prior Learning
- CLEP tests
- Courses from Adult Education A.A. Program

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION– ACCELERATED DEGREE PROGRAM

The Bachelor of Arts in Business Administration is offered in an accelerated format. The Business Administration Program provides adult students (25+ years of age with a recommended five years of work experience) with a broad understanding of the business community, strongly emphasizing the management of people in today's business environment.

BUSINESS ADMINISTRATION IN ADULT EDUCATION

Liberal Studies Core Courses:	45 credits
Program Requirement Courses:	50 credits
Elective Courses:	27 credits
	Total Credits: 122

LEARNING OBJECTIVES: CONCORDIA GRADUATES WILL BE ABLE TO:

- employ a value- and faith-based education for productive lives of service to church and community;
- demonstrate business acumen, including leadership, problem-solving, and communication skills for the business environment;
- engage in life-long learning and continuous professional growth;
- develop, both professionally and personally, into well-educated, ethical, and competent business professionals.

INTERDISCIPLINARY STUDIES CORE COURSES (45 CREDITS):

COURSE NUMBER	COURSE TITLE	CREDITS
Communication		
COM 234	Public Speaking	3
ENG 101	First-Year Composition	3
ENG 102	Introduction to Literature	3
Human Behavior		
PHI 101	Introduction to Philosophy	3
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3
Mathematical Thought/Science		
MAT 121	Introduction to Probability and Statistics	3
SCI 100 or	Science in Context	3
BIO 153	Issues in Human Ecology	
Theology (select two courses from)		6
THE 111	Narrative of Sacred Scripture	
THE 234	The Christian Faith	
THE 252	World Religions (only if not used in World Cultures)	
World Cultures		
ENG 241 or	World Literature	3
THE 252	World Religions	
HIS 202 or	Western Civilization II	3
POL 271	American Government	
HUM 100	Living with the Arts	3
Program Specific Focus		
ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3

PROGRAM REQUIREMENTS: A minimum grade of C is required in all courses applied to the program.

ACC 223	Financial Accounting	4
ACC 224	Managerial Accounting	4
BUS 234	Principles of Management	3
BUS 242	Principles of Marketing	3
BUS 251	Business Statistics	3
BUS 281	Business Law I	3

BUS 321	E–Commerce	3
BUS 331	Advanced Business Communications	3
BUS 335	Human Resource Management	3
BUS 336	Organizational Behavior	3
BUS 352	Principles of Finance	3
BUS 361	Managerial Economics	3
BUS 366	Money and Banking	3
BUS 371	International Business	3
BUS 437	Business Ethics	3
BUS 491	Strategic Management	3

ELECTIVE CREDITS: (27 CREDITS)

- Transfer credits
- Portfolio in Prior Learning
- CLEP tests
- Courses from Adult Education A.A. Program

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION ACCELERATED DEGREE PROGRAM

The Bachelor of Science in Health Care Administration is offered in an accelerated format. The Health Care Administration Program is designed for students who intend to pursue careers in health care administration fields. Health Care Administration will not impinge on the practice of licensed professional careers.

The curriculum prepares students for a wide range of health care administration positions in health care sector, hospitals, health departments, health agencies, living assistance and health industry. The Health Care Administration program enables students to acquire knowledge and competencies, develop practical skills, examine professional points of view, and engage in personal growth.

LEARNING OBJECTIVES: CONCORDIA GRADUATES WILL BE ABLE TO:

- recognize best practices in health care delivery, finance, and systems;
- model ethical standards and practices in the development of health care delivery models;
- engage in life-long learning and continuous professional growth;
- develop, both professionally and personally, into well-educated, ethical, and competent business professionals;
- demonstrate Business acumen, including leadership, problem-solving, and communication skills for the business environment.

HEALTH CARE ADMINISTRATION IN ADULT EDUCATION

Interdisciplinary Studies Core Courses:	45
Program Requirement Courses:	53
Elective Courses:	24
	Total Credits: 122

INTERDISCIPLINARY STUDIES CORE COURSES (45 CREDITS):

Communication		
COM 234	Public Speaking	3
ENG 101	First-Year Composition	3
ENG 102	Introduction to Literature	3
Human Behavior/Economics		
ECO 263	Microeconomics	3
ECO 264	Macroeconomics	3
PHI 101	Introduction to Philosophy	3
PSY 181	General Psychology	3
SOC 151	Elements of Sociology	3
Mathematical Thought/Science		
MAT 121	Introduction to Probability and Statistics	3
SCI 100 or	Science in Context	3
BIO 153	Issues in Human Ecology	
Theology (select two courses from)		6
THE 111	Narrative of Sacred Scripture	
THE 234	The Christian Faith	
THE 252	World Religions (only if not used in World Cultures)	
World Cultures		
ENG 241 or	World Literature	3
THE 252	World Religions	
HIS 202 or	Western Civilization II	3
POL 271	American Government	
HUM 100	Living with the Arts	3

PROGRAM REQUIREMENTS (53 CREDITS):
A minimum grade of C is required in all courses applied to the program.

ACC 223	Financial Accounting	4
ACC 224	Managerial Accounting	4
BUS 242	Principles of Marketing	3
BUS 234	Principles of Management	3
BUS 281	Business Law	3
BUS 331	Advanced Business Communications	3
BUS 335	Human Resources Management	3
BUS 336	Organizational Theory	3

PHI 211	Bioethics	3
SOC 252	Race and Ethnicity	3
SOC 255	Social Problems: Poverty and Discrimination	3
SWK 395	Children, Courts & Care	3
HEA 234	Health Care Management	3
HEA 355	Health Care Financing	3
HEA 361	Field Work in Health Studies	6
HEA 441	Senior Capstone in Health Studies	3

ELECTIVE CREDITS: (24 CREDITS)

- Transfer credits
- 12 hour Portfolio in Prior Learning
- CLEP tests
- Courses from Adult Education A.A. Program

BACHELOR OF SCIENCE IN HEALTH STUDIES ACCELERATED DEGREE PROGRAM

he Bachelor of Science in Health Studies is offered in an accelerated format. The Health Studies program is designed for adult students (25+ years of age with a recommended five years of work experience) who are interested in pursuing a career in health-related fields. Students will explore health related fields outside nursing and social work. The program's interdisciplinary approach provides a strong base of learning across a group of disciplines (biology, psychology, social work, and sociology) that are directly related to health care services. The program provides a foundation for pursuing various career paths or graduate school opportunities.

LEARNING OBJECTIVES: CONCORDIA GRADUATES WILL BE ABLE TO:

- select strategies that represent spiritual and cultural sensitivity in the development and implementation of health care delivery;
- demonstrate bold leadership in the development and implementation of health care models;
- identify trends in health care systems and health care policy;
- recognize best practices in health care delivery, finance, and systems;
- model ethical standards and practices in the development of health care delivery models.

HEALTH STUDIES IN ADULT EDUCATION

Interdisciplinary Studies Core Courses:	60
Program Requirement:	56
Elective Courses:	6
	Total Credits: 122

INTERDISCIPLINARY STUDIES CORE COURSES (60 CREDITS):

Communication		
COM 234	Public Speaking	3
ENG 101	First-Year Composition	3
ENG 102	Introduction to Literature	3
Human Behavior		
PHI 101	Introduction to Philosophy	3
PSY 181	General Psychology	3
PSY 281	Developmental Psychology I	3
PSY 291	Developmental Psychology II	3
SOC 151	Elements of Sociology	3
Mathematical Thought		
MAT 121	Introduction to Probability and Statistics	3
Science		
CHM 171	Elements of Inorganic, Organic and Biochemistry	3
BIO 255	Food and Nutrition	3
BIO 271	Human Anatomy and Physiology I	4
BIO 272	Human Anatomy and Physiology II	4
BIO 373	General Microbiology	4
Theology (select two from)		6
THE 111	Narrative of Sacred Scripture	
THE 234	The Christian Faith	
THE 252	World Religions (only if not used in World Cultures)	
World Cultures		
ENG 241 or THE 252	World Literature World Religions	3
HIS 202 or POL 271	Western Civilization II American Government	3
HUM 100	Living with the Arts	3

PROGRAM REQUIREMENTS (56 CREDITS):

A MINIMUM GRADE OF C IS REQUIRED IN ALL COURSES APPLIED TO THE PROGRAM.

ENG 341	Advanced Writing	3
PHI 211	Bioethics	3
PHI 311	Philosophy of Social Sciences	3

PSY 382	Social Psychology	3
PSY 385	Abnormal Psychology	3
PSY 481	Counseling Psychology	3
PSY 483	Theories of Personality	3
NUR 331	Prevention, Health Promotion, and Risk Reduction	2
SOC 241	Violence in the Family	3
SOC 252	Race and Ethnicity	3
SOC 255	Social Problems: Poverty and Discrimination	3
SOC 455	Social Theory	3
SWK 281	Working with Special Populations	3
SWK 336	Organizational Behavior	3
SWK 395	Children, Courts & Care	3
HEA 234	Health Care Management	3
HEA 361	Field Work in Health Studies	6
HEA 441	Senior Capstone in Health Studies	3

ELECTIVE CREDITS: (6 CREDITS)

- Transfer credits
- Portfolio in Prior Learning
- CLEP tests
- Courses from Adult Education A.A. Program

CURRICULUM SUPPLEMENTS

BUSINESS PLUS

BACHELOR OF ARTS DEGREE COMBINED WITH AN ASSOCIATE IN APPLIED SCIENCE DEGREE

By careful planning, it is possible for the student to fulfill the requirements of the two-year business administration program leading to the Associate in Applied Science degree and continue at Concordia College for an additional two years to fulfill the requirements for a Bachelor of Arts degree in one of the following areas: biology, English, Interdisciplinary Studies, and social sciences. The student who plans to follow this program should consult the business faculty chair and the chair of the department of the chosen program. Upon completion of all required course work, two degrees (an A.A.S. in Business Administration and a B.A. in a liberal arts program) will be awarded simultaneously.

PRE-LAW

Concordia College sponsors a Pre-Law focus for those students who wish to pursue careers in the legal profession. The American Bar Association does not recommend a particular program of study for students interested in legal studies, but does encourage them to study in disciplines that develop "analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice." These objectives are consistent with Concordia College's commitment to a curriculum built upon a solid foundation of the liberal arts.

Concordia's Pre-Law focus is designed with the following objectives:

6. to develop skills that will help students get into Law School;
7. to develop skills that will allow students to excel in Law School; and
8. to develop skills that will allow students to excel as attorneys.

Students enrolled in the Pre-Law focus must still fulfill the requirements of the Concordia Distinctive, a particular program of study, experiential learning course, as well as a capstone course. In addition, students take recommended Pre-Law support courses and participate in recommended co-curricular activities designed to enhance the Pre-Law focus. Prospective Pre-Law students should contact Laura Grevi for details.

PRE-MEDICAL, PRE-PHYSICAL THERAPHY

Dr. Karen Bucher is the advisor for students interested in careers in the health-related sciences. Advisement on courses to take and admission reuirements for graduate-level programs is available. Students wishing to focus on Health and Medicine or Ecology areas may select from either or both areas in meeting their BIO electives program.

Health and Medicine THEated Areas:

BIO 215	Heredity and Society	3
BIO 255	Foods and Nutrition	3

BIO 271	Human Anatomy and Physiology I	4
BIO 272	Human Anatomy and Physiology II	4
BIO 285	Human Sexuality	3
BIO 302	The Cell	3
BIO 373	General Microbiology	4
BIO 381	Biochemistry	3
BIO 405	Genetics	3
BIO 408	Parasitology	

PRE-DEACONESS

The Pre-Deaconess program provides theological, vocational, and practical foundations for women who wish to become Deaconesses in the Lutheran Church-Missouri Synod. This preparation involves two steps. First, the student shall fulfill the requirements of a Bachelor of Arts program at Concordia College—-preferably in Interdisciplinary Studies, Social Work, or Social Sciences. In conjunction with a major, the student is encouraged to take the following courses, which prepare her to enter a graduate program at Concordia Seminary, St. Louis, MO or Concordia Theological Seminary, Fort Wayne, IN. There she will pursue a Master of Arts in Deaconess Studies, engage in field experience, and complete a 12-month internship. Graduates of these programs will then be certified as Deaconesses and receive their first placements.

Building on the Thoelogy 101 and 201 sequence in The Concordia Distinctive, the following courses comprise the Pre-Deaconess program:

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
EDU120	Principles of Education	3
PHI 201 or PHI 211	Ethics Bioethics	3
PSY 181	General Psychology	3
THE 331	Issues in the Old Testament	3
THE 332	Issues in the New Testament	3
THE 334	Lutheran Theology	3
SWK 110	Human Needs/Societal Responses	3

Pre-Deaconess students are encouraged to develop their sense of vocation and practical skills through a variety of experiences:

9. having an active, local Deaconess serve as a mentor;
10. participating in chapel worship. Regular attendance at chapel and a local congregation is expected;
11. participating in and leading various campus ministries;
12. attending annual retreats and ministry trips with fellow church worker students; and
13. visiting a Synodical seminary.

PRE-SEMINARY

The Theology faculty sponsors a four-year Pre-Seminary program for those students who wish to take their Bachelor of Arts degree at Concordia. Seminary training for The Lutheran Church-Missouri Synod is offered at Concordia Seminary, St. Louis, MO and at Concordia Theological Seminary, Fort Wayne, IN. The Theology faculty also sponsors a four-year pre-deaconess program for students who wish to pursue deaconate studies and service in the church. Students of other Christian denominations are also welcome to participate in Concordia's Pre-Seminary program. Students taking this program should complete all requirements for the Biblical Languages or Theology Concentration in the Interdisicplinary Studies Major. Students should consult the Catalog for requirements in these areas.

Pre-seminary and pre-deaconess students may qualify to participate in overseas programs including study at Westfield House, Cambridge University, UK, or other exchange programs sponsored by the College. The Theology faculty encourages other participation to prepare students for graduate training in seminaries. These include, but are not restricted to:

1. involvement as lector, communion assistant, or other leadership roles in daily chapel services at Concordia;
2. special events, e.g. retreats, held for students in the program; and
3. visits to Synodical seminaries, which may coincide with theological symposia or other appropriate events.

LUTHERAN TEACHER COLLOQUY

Teachers in Lutheran schools who are members of The Lutheran Church-Missouri Synod congregations may prepare themselves for entrance into the teaching ministry of LCMS by taking courses in the Lutheran Teacher Colloquy Program. Colloquy candidates must complete a program of online courses through the Concordia University Education Network (CUEnet). Program requires the completion of a written and oral examination at the end of the candidate's studies.

Anyone desiring information about the colloquy program should contact the director of colloquy studies at Concordia or CUEnet at http://www.cuenet.edu.

COLLABORATIVE ADVANCE STUDIES

In a new partnership between Concordia College-New York and Valparaiso University (IN), Concordia New Media undergraduates can gain early entry to Valparaiso's Graduate Program in Digital Media or Sports Media and take graduate classes in their Senior year at Concordia.

Master of Science in Digital Media

The Master of Science in Digital Media prepares U.S. and international students having an undergraduate background in the field of digital media (video, audio, desktop publishing, and web technologies).

Master of Science in Sports Media

The Master of Science in Sports Media prepares U.S. and international students for successful careers in the sports media field including both internet-based and traditional delivery such as cable/satellite television, radio, and print. Interested students should see Professor Kit Fitzgerald for advisement.

Master of International Commerce and Policy

Students in this program also benefit from the special "sister school" relationship between Concordia College in New York and Valparaiso University in Indiana. Students first complete their undergraduate degree with a Specialization in International Management (IM) at Concordia and then continue their studies in the Master's Program in International Commerce and Policy (ICP) at Valparaiso. Qualified Concordia students receive "early entry" status at Valparaiso, application fees are waived, and three select Concordia courses (up to 9 credits) can be counted toward the graduate credits required in the ICP Master's program. Interested students should see Dr. William Salva for advisement.

FELLOWS

Concordia Fellows are talented students and leaders. Approximately seven students are admitted to the Fellows Program each year. Fellows receive a minimum of $15,000 each year in scholarships and are channeled into a special group and individualized program upon matriculation. While taking a minimum of 18 credits per semester, Concordia Fellows participate in at least four one-credit Honors Seminars during their college career and must use their talents for the benefit of others in a three-credit Service Learning Project. Fellows are allowed to take up to 21 credit hours per semester without an overload fee.

Fellows also participate in a broader Fellows community led by the Fellows Director. There are special activities on- and off-campus throughout the year, including a Fellows Colloquy with guest speakers, field trips, and social events. In their Senior year, Fellows contribute to Prelude, the Fellows academic journal.

Fellows diplomas will be awarded at Commencement to those students with a grade point average of 3.5 or higher, who have completed the Fellows Curriculum. Incoming first-year, as well as matriculated first-year and Sophomores, may apply to the Fellows Director for admission to the program. Each student must maintain a cumulative and semester grade point average of at least 3.5 to continue in the program. Details of the program are available from the Program Director.

STUDY ABROAD

Each year Concordia's FK Theology Award sends two Junior Pre-Seminary students—tuition, room, and board, air fare, and stipend included—to study for a semester at Westfield House in Cambridge, England. Westfield is the seminary of the Evangelical Lutheran Church of England, a well-respected international school of Lutheran theology, and an "attached house" of Fitzwilliam College, one of Cambridge University's 31 colleges. This special status gives Westfield students the invaluable opportunity to attend Divinity School lectures at Cambridge University and use the Divinity School library. To apply for this prestigious award, see the Pre-Seminary Director. To apply for this prestigious award, see the Chair of the Theology Department.

Concordia Study Tours: Concordia has a tradition of offering faculty-led tours following the spring semester. Most tours last about two weeks and provide students with an important cultural and educational experience. Students have the option of completing independent study credits in conjunction with their tour. Recent Concordia Study Tours have visited Brazil, China, England, Greece, Italy, and Japan. In addition to these educational travel experiences, some tours may also involve a service component (a recent Concordia Tour involved helping the hurricane clean-up efforts in New Orleans). Generous donors to the College are providing financial assistance to support a limited number of students with scholarships of up to $500—-based upon both demonstrated need and merit. For further details, see the Director of International Studies.

CONCORDIA UNIVERSITY SYSTEM VISITING STUDENT OPPORTUNITY

The College, in cooperation with the nine other member schools of the Concordia University System, offers matriculated students the opportunity to study for up to two semesters at a member institution. The CUS Visiting Student Program allows and facilitates students in good standing at one Concordia campus to attend another Concordia campus for one semester or a full year. During that time, the student would still be formally enrolled at Concordia College-New York (CCNY) and would not formally transfer. All credits and grades earned on the other campus are counted as if they were earned at CCNY. Tuition is determined by and paid to CCNY, and financial aid is still arranged through this campus. Room and board, if needed, are paid to the campus being visited at the rates established by that "host" campus. Special fees may also need to be paid to the "host" campus. Transportation must be arranged by the student.

Each campus sets a limit of how many students will be allowed to "visit" each year, which is also the limit for the number who will be allowed to "go visiting". If there are more applicants than this limit for either direction, the Registrar, in consultation with the student's advisors and the Academic Dean, will decide who will be allowed to participate. All applicants must have a minimum 2.00 cumulative GPA, both at the time of application and at the beginning of any "visiting" semester, and cannot be on disciplinary probation. To visit another campus, applicants must first be approved by CCNY and then accepted by the "host" campus. Some campuses have special criteria and limited space.

Athletes are generally not allowed to participate in intercollegiate athletics at the"host" campus. Certain types of financial aid, such as work-study funds, scholarships based on participation in athletics or the performing arts, or certain privately donated scholarships may not be available to visiting students. Applicants should check with the Financial Aid Office in this regard.

Applications and information about the other campuses such as view books, catalogs, course schedules, student handbooks, videos, and other relevant materials are available from the Registrar's Office. Applicants must receive authorization from their advisor, the Assistant Dean for Student Development, and the Director of Financial Aid. All contacts with the other campuses in regard to the visiting student program must be made through the Registrar's Office.

ENGLISH LANGUAGE CROSS-CULTURE BRIDGE

The English Language Cross-Cultural Bridge (ELCB) is a one semester program which supports admitted Concordia College students whose first language is not English, and foreign nationals in nearby communities. The program consists of specialized academic advising and three advanced courses designed to improve academic English skills. Classes offered include Advanced Grammar Topics, Readings Across the Disciplines, and Writing in Context. In all classes, cultural orientation is also an important focus. The program's objective is to provide admitted Concordia College students and foreign nationals in nearby communities with the background in American academic culture and with the language skills essential for their success.

The English Language Cross-Cultural Bridge is not an intensive, but an integrative English language program. From their first day, students combine ELCB courses with courses in their majors and the core curriculum to fully integrate them into their Concordia College experience.

International students admitted to Concordia College take a Placement Test to determine their level of English language proficiency. This test consists of a standardized English Language test and a placement essay, and is given during International Student Orientation each semester. The Placement Test is evaluated by the English Department faculty. Students whose language skills require additional specialized support take

courses in the English Language Cross-Cultural Bridge program. Those students whose language abilities are deemed sufficient for success in their academic studies do not take courses in the ELCB program.

PROFESSIONAL STANDARDS

Concordia College's English Language Cross-Cultural Bridge is an endorsed member in good standing of the American Association of Intensive English Programs (AAIEP). Concordia College is a member of and subscribes to the code of ethics of NAFSA: Association of International Educators. Copies of the NAFSA Code of Ethics may be obtained from the Director of the program, or from NAFSA, 1875 Connecticut Avenue, NW, Washington, DC 2009 USA. Concordia's English Language Cross-Cultural Bridge is in compliance with the Teachers of English to Speakers of Other Languages (TESOL) standards for English programs.

CONTINUING EDUCATION

The College welcomes individuals wishing to take a single course or multiple courses as a non-matriculating student. The Registrar's Office will assist in the course selection and registration process. For more information, call (914) 337-9300, x2104.

VALIDATED LEARNING EXPERIENCE

Prospective adult students come to Concordia College with an array of skills and knowledge gained from previous learning situations. They are often seeking academic recognition for these experiences. Concordia will grant credit to those matriculated students who can demonstrate learning that would appropriately fit into a degree program. Credit will be awarded for courses officially offered by Concordia. Such credit should be sought early enough in the student's academic career so the student can plan a course of action that leads toward satisfactory progress in obtaining a degree.

Academic credit can be validated in one of three ways: a CLEP examination offered by the College Board, an examination given by a Concordia professor, or documentation prepared by the student as evidence of mastery of course objectives. Such documentation may include written papers, video tapes, DVDs, letters of recommendation, employment evaluations, job descriptions, original research, a live performance, or corporate or military training.

The student advisor will assist in determining an appropriate course of action. As necessary, course syllabus information will be provided to facilitate understanding of the scope of the course requirements.

The CLEP is a standardized test frequently given to adult learners. There are more than 35 subject tests available.

Students may also apply for credit of documentable college-level learning gained through military training and experience. The counselor or Registrar can provide further information.

Applicants seeking course credit by examination or documentation will be referred to the director of the program involved and will be assisted in making arrangements with the appropriate faculty member(s).

Students may petition a maximum of 18 credits in their program, in their core, or in their electives through the Portfolio process. The maximum award for Validated Learning Experience is 30 credit hours. This is in addition to transfer credits accepted by the College. The total of life experience and transfer credits may not exceed 90 credits. College standards require a minimum of 30 credits be earned at Concordia.

CERTIFICATES

The following certificate areas may be completed by students who are in any program of study. The classes may be taken as electives and are designed to be useful to students wishing to improve specific skills, expand career opportunities, or prepare for graduate study.

BUSINESS CERTIFICATE

The following group of courses is designed to increase professional skills and prepare for a graduate business program. These courses are given in the evening, are usually offered within an academic year, and are designed to fit work schedules. They can also be applied to a degree program if the student lacks a baccalaureate degree.

COURSE NUMBER	COURSE TITLE	CREDITS
BUS 234	Principles of Management	3
BUS 242	Principles of Marketing	3
BUS 281	Business Law I	3
BUS 335	Human Resource Management	3
Choose one of the following:		3
ACC 223 or	Financial Accounting	4
CIS 241-9	Computer Software Applications electives	1-3

CHILD ABUSE IDENTIFICATION AND REPORTING CERTIFICATE

In 1998, New York State established a new, one-time requirement for many licensed professionals and school personnel of completing a two-hour training seminar in the identification and reporting of child abuse and maltreatment. The law states that a person applying for the renewal of a license, registration, certificate, or limited permit must provide documentation that he or she has completed the required training.

Concordia has been approved by the State of New York to offer this seminar to assist you in meeting State requirements. A copy of the New York State Education Department Certificate of Completion will be issued following the seminar. Questions may be directed to the Social Work Department.

NEW MEDIA COMMUNICATIONS AND DIGITAL PRODUCTION CERTIFICATE

The purpose of this program is to give the student the beginning knowledge and skills in this subject, and prepare them for the possibility of graduate study in New Media, Digital Media, or Sports Media.

The student must complete five of the following eight courses in the New Media Area of Study:

COURSE NUMBER	COURSE TITLE	CREDITS
NMC 231	Digital Filmmaking	3
NMC 232	Introduction to New Media	3
NMC 233	Documentary Production	3
NMC 234	World Cinema	3
EXL 330	Concordia Student News Production	1-3

NMC 341/BUS 341	Real World: The Business of Media	3
NMC 431	Advanced Projects in New Media	1-4
NMC 332	Interactive Multimedia	3

NEW YORK STATE COACHING CERTIFICATE:

Concordia offers as partial fulfillment of requirements the courses necessary for the New York State Coaching Certificate. Specific instruction for obtaining the certificate can be found on the New York State Education Department website. The following courses are open to students in any program and meet New York State Coaching Certificate requirements:

PED 280	Philosophy, Principles, and Organization of Athletics	3
PED 281	Health Sciences Applied to Coaching	3
PED 282	Theory and Techniques of Coaching	3

SPORTS MANAGEMENT CERTIFICATE:

Concordia College offers a certificate program in Sports Management. The purpose of this program is to give the student the beginning knowledge and skills in this subject, and prepare them for the possibility of graduate study in Sports Management.

PED 283	Sport in Society	2
BUS 242	Principles of Marketing	3
SPM 382	Sports Law	3
SPM 334	Sports Management and Marketing	3
SPM 490	Internship in Sports Management	1-3

VESI COURSES

Concordia College has contracted with Virtual Education Software, Inc. to offer online learning opportunities for the community, including those who were interested in taking the courses listed below as non-matriculated undergraduate students. The courses are especially for those working with children in an educational setting. An application can be found on the Concordia College webpage or by calling Concordia College and asking for the VESI coordinator.

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
EDU 2901	Attention Deficit Disorder	2
EDU/SWK 2902	Autism and Asperger's Disorder	2
EDU 2903	Behavior is Language	3
EDU/SWK 2904	Child Abuse	2
EDU/SWK 2905	Drugs and Alcohol in Schools	2
EDU 2908	Working with Students with Special Needs	2
EDU 2909	Learning Disabilities	3
EDU 2911	Talented and Gifted	2
EDU 2912	Traumatized Children	2
EDU/SWK 2913	Violence in Schools	2
EDU/SWK 2914	Understanding Aggression	3
EDU 2915	Reading Fundamentals I – Introduction to Science-Based Research	2
EDU 2916	Reading Fundamentals II – Foundation of Effective Instruction	2
EDU 2917	Reading Fundamentals III – Elements of Effective Reading	2
EDU 2918	Advanced Classroom Management	2
EDU 2919	Infant and Toddler Mental Health	2
EDU 2920	Educational Assessment	2
EDU 2921	Teaching Diversity	2
EDU 2922	Harassment, Bullying & Cyber-Intimidation in Schools (HBCI)	2
EDU 2924	Why DI?: An Introduction to Differentiated Instruction	3
EDU 2925	Reading & Writing in Content Area	2
EDU 2926	TRY DI?: Planning & Preparing a Differentiated Instruction Program	3
EDU 2927	Understanding the Common Core Standard	3

Descriptions of each course may be found in the Course Descriptions section of this Catalog.

COURSES OF INSTRUCTION

COURSE OFFERINGS

This section of the Catalog lists the courses offered by Concordia College. Not all courses are offered each year; the Registrar's Office maintains a schedule of course offerings for each academic year. All course offerings are contingent on budgetary allocations, faculty resources, and enrollment figures, and unless otherwise indicated, are offered in accordance with student demand. Required courses are offered every year. Most courses are offered on a two-year cycle. Some courses listed below are offered on varying schedules and are not necessarily offered each semester or each year. The College reserves the right to withdraw any course for which there is insufficient enrollment or because a qualified instructor is not available. Unless so noted, courses may not be taken on a Pass/Fail basis. Special course fees are listed at the end of this section.

COURSE NUMBERING

General courses numbered at the 100- or 200-level are normally taken by Freshmen and Sophomores. Lower level courses for students in the program and concentrators are also included at this level; these courses are available to all students who have the necessary prerequisites. Electives with no or minimal prerequisites are also numbered at this level. Thus, courses at the 100- and 200-level may also be appropriate for Juniors.

Courses at the 300-level are intermediate-level programmatic courses normally taken by Juniors and Seniors. They may be taken by qualified Sophomores. They are also available to other students who have the necessary prerequisites.

Courses at the 400-level are upper-level courses open to Seniors and qualified Juniors. These courses are usually reserved for students in the program.

INDEPENDENT SCHOLARSHIP AND INDEPENDENT STUDY

A student may take courses through self-directed study in either of the two ways described below.

Independent Scholarship. A student may take a regularly offered course listed in this Catalog through independent scholarship. Normally this is done only during semesters when the course is not being offered by the College. Applications for independent scholarship are obtained from the Division Dean's Office and require the signatures of the instructor, the Program Chair, and the Division Dean. Applications must be approved and filed with the Registrar by no later than the end of the add/drop period. The approved course is considered part of the student's normal load and carries an additional per credit fee.

Independent Study. Students who desire to undertake study in an area not corresponding to a course regularly offered by the College may propose an independent study under the sponsorship of a faculty member. Applications for independent study are obtained from the Dean of the College's Office and require the signatures of the instructor, the Program Chair, and the Division Dean. Applications must be approved and filed with the Registrar by no later than the end of the add/drop period. Independent studies have uniform course numbers (190 for lower-division studies, 390 for upper-division studies) and may carry one to three credits; the application must detail 45 hours of work for each proposed credit. The approved course is considered part of the student's normal load and carries an additional per credit fee.

INTERNSHIPS

The faculty of Concordia College actively supports voluntary credit-bearing student internships which enhance and broaden a student's program of study. The purpose of the internship program is to enable the student to have enrichment experiences related to a given program of study as an extension of classroom work and course material. Many internships under this program are off-campus in an agency, commercial establishment, or professional service. Additionally, there is a number of departments on-campus that can offer students a robust internship experience.

Internships are voluntary, normally done at the Junior or Senior level, and offer students opportunities for vocational development. Internships are considered a vital component of a students' Experiential Learning engagement. The internship credit is normally considered part of the student's academic program, but not a substitute for a specific required course within the student's program.

Internships are given a common course number (490) under the various academic disciplines; they are considered electives of up to 3 credit hours and of one semester in length. The time spent in the internship has the following credit equivalency: a minimum of 45 hours of work is required to earn each credit; therefore, 3 credits equal 135 working hours (i.e., seven hour day, one day each week for 15 weeks, or two half-days per week; plus 30 hours additional for paperwork, preparation, evaluation, etc.) Six credits are the maximum permitted a student during his or her academic program. Grades are given by a faculty mentor on a pass/fail basis.

Applications for student internships may be obtained from Career Development Center and require the signatures of the faculty and organization sponsors, the Program Chair, and the Dean of Student. Students must complete the application for internship and be registered for the internship course before they begin the actual work related to the experience.

COURSE DESCRIPTIONS

ACCOUNTING (ACC)

ACC 223 Financial Accounting

With emphasis on both theory and practice, the complete accounting cycle is studied including the worksheet, financial statements, various types of journals, end-of-the-year adjustments, and closing the books. Practical application problems for the entire service-trading accounting cycle are done manually. Required course for all business education, executive assistant, and business administration students; others may take the course as an elective. Course includes a lab. Prerequisite: minimum grade of C in MAT 100. 4 credits.

ACC 224 Managerial Accounting

Managerial Accounting Corporate accounting via the continuation of accounting fundamentals. Emphasis on analysis with provision for practical application. Areas of study include budget and statement analysis, corporate capital stock, corporate earnings and dividends, bonds and other long-term liabilities, and temporary and long-term investments. Course includes a lab. Prerequisite: minimum grade of C in ACC 223. 4 credits.

ACC 242 Computer Accounting: QuickBooks

This course, designed for the student with prior knowledge and studies in the field of accounting, will afford the student the opportunity for a hands-on experience with computerized accounting systems and techniques. Pass/Fail grading. Carries a fee. Prerequisite: minimum grade of C in ACC 223; ACC 224 is to be taken either concurrently or as a prerequisite. 1 credit.

ACC 321 Intermediate Accounting I

The conceptual framework underlying financial accounting and reporting is analyzed and related to financial statements. Topics studied at the principles level, such as the components of assets, are reexamined in greater detail. Complex accounting problems and discussions are made pertinent and realistic by addressing current accounting issues. Prerequisite: minimum grade of C in both ACC 223 and 224. 3 credits.

ACC 322 Intermediate Accounting II

An in-depth continuation of accounting principles' coverage of liabilities and stockholders' equity. The Statement of Cash Flows and the complexity of reporting earnings per share are examined. Additional topics include accounting for pensions, leases, and correction of errors. Prerequisite: minimum grade of C in ACC 321. 3 credits.

ACC 323 Cost Accounting

An in-depth study of cost accounting in both theory and application. Topics included are costs of materials, labor and factory overhead, and job order costs compared to process cost systems. Analysis of practical application problems with provisions for decision-making will be emphasized. Prerequisite: minimum grade of C in ACC 224 or permission of the instructor. 3 credits.

ACC 324 Federal Taxation

A study of the Federal tax statutes, and individual and corporate taxation. The Internal Revenue Code and regulations will be utilized throughout the course. Particular attention will be paid to tax filing requirements and tax planning. Prerequisite: minimum grade of C in ACC 224 or permission of instructor. 3 credits.

ACC 421 Auditing

This course is designed for business students who are interested in the field of public accounting and how the function of auditing affects businesses. Generally accepted auditing standards explain the nature and scope of auditing while the auditor report conveys the purpose of a financial statement audit. Other auditing services, such as compilations and reviews, are also examined in this course. The Code of Professional Conduct demonstrates the ethical responsibilities of the profes-

sion. Prerequisites: minimum grade of C in both ACC 321 and 322 or permission of the instructor. 3 credits.

ACC 422 Advanced Accounting

A study of advanced accounting problems, including accounting for mergers and acquisitions. Additional topics will include accounting for consolidations, partnerships, and international operations. Prerequisite: minimum grade of C in ACC 322 or permission of the instructor. 3 credits.

ACC 511 Financial Accounting and Reporting I

This course is only offered in an online format. This course provides an overview of key accounting principles and concepts. Course participants develop an understanding of the accounting cycle, financial statements, earnings management, the time value of money, and the revenue/receivables/cash cycle. A review of Excel® is included. Course participants expand their understanding of basic accounting practices, developing the foundations needed for specific focuses throughout the program. 3 credits.

ACC 512 Financial Accounting and Reporting II

This course is only offered in an online format. This course is a continuation of Financial Accounting and Reporting I. Course participants further develop their conceptual understanding and skills related to the routine activities of a business. Topics include revenue recognition, inventory and cost of goods sold, investments in noncurrent operating assets, and debt and equity financing. Ethical dilemmas are addressed. 3 credits.

ACC 521 Advanced Auditing

This course is only offered in an online format. This course will study the concepts, assumptions, standards, and issues related to contemporary auditing theory and practice. This course will delve deeply into the responsibilities and liability of an auditor. Students will learn about audit quality and the importance of fraud detection. Lectures and case studies will also cover planning an audit and how to identify areas of heightened risk of material misstatement with an emphasis on ethics, legal liability, internal control, audit evidence, testing, statistical sampling and specialized audit tools. 3 credits.

ACC 522 Advanced Accounting

This course is only offered in an online format. This course is to continue to improve the student's understanding of complex corporate financial reporting requirements and to develop a framework for analyzing the political and economic importance of a wide variety of financial reporting issues. Business combinations will be covered extensively. The concepts, theory, and technical details will be closely examined. Suggested independent work will provide a vehicle for class discussion. This course will examine the perspective of both the financial statement user and preparer. 3 credits.

ACC 523 Issues in Audit Practice

This course is only offered in an online format. This course addresses current issues in auditing. Focus is on complex auditing judgments. Students examine current research in a variety of auditing contexts, developing expertise in a broad base of auditing areas. Issues related to assurance services and the conduct of specific aspects of the audit process will be addressed. Case studies are used for discussion and analysis. 3 credits.

ACC 534 Accounting Systems and Project Management

This course is only offered in an online format. This course examines new IT developments that affect business processes and their accounting systems. The focus of the course is on the impact of IT on business processes and controls, new capabilities, threats and risk. Course participants will learn how to modify accounting systems controls to effectively address these issues. Also addressed is the effect of recent regulatory developments, such as the SEC mandate to use XBRL and the pending switch from GAAP to IFRS, on the design and operation of accounting systems.

The increasingly competitive business environment requires close examination of internal activity to realize the most value at the least cost. Course participants explore how accountants can improve the design and functioning of the accounting in-

formation system (AIS) so that it adds value to the business or organization. 3 credits.

ACC 535 Business Processes & Accounting Information Systems

This course is only offered in an online format. This course examines the accounting information systems in a business organization. Coverage includes topics such as business processes, internal controls, and the fundamentals of accounting information systems analysis, design, implementation and control. This course also provides a comprehensive manual accounting practice set which involves flowcharts, documents and internal controls. 3 credits.

ACC 541 Professional Tax Research

This course is only offered in an online format. This course examines the legal aspects of taxation and the development of federal tax law as a basis for planning business decisions. Students will use professional tax literature and technology for problem solving. Case-based problem-solving will provide experience in dealing with unstructured situations encountered in professional tax practice. This course emphasizes problem identification and resolution. The research process will be analyzed, using both paper products as well as electronic resources. Practical written and computerized assignments will be completed using research tools to locate, understand and interpret primary source materials. A thesis will be due at the end of this course and will be based on independent research. The thesis topic must be agreed upon by the student and Professor. 3 credits.

ACC 542 Corporate Taxation

This course is only offered in an online format. This course provides an overview of various aspects of corporate taxation, including, but not limited to, the following: formation, operation and liquidation of both C and S corporations, and determination of when selection should be made; tax treatment of dividend distributions and redemptions of corporate stock; and introduction to topics of corporate divisions, reorganizations and consolidated returns. Prerequisite: ACC 541: Professional Tax Research. 3 credits.

ACC 551 Governmental and Not-for-Profit Accounting

This course is only offered in an online format. This course is an advanced-level study of accounting and financial reporting for state and local governments. It provides a detailed review of the accounting and financial reporting standards promulgated by the authoritative body, Governmental Accounting Standards Board (GASB), influencing the accounting and reporting for state and local governmental entities. Course material covers fund accounting concepts and practices as well as government-wide financial reporting similar to private business consolidated reporting and the relationships between the two. 3 credits.

ART (ART)

ART 103 Drawing and Painting I

An introduction to the basic principles of seeing and familiarization with materials and techniques in painting and drawing. Various media, ranging from charcoal and pastels to water-base and oil-base paints, are introduced through studio experience. Carries a fee. 3 credits.

ART 114 Aesthetics of Photography

Introduction to photography including scientific and technical aspects as well as elements of design and pictures in both black-and-white and color and in developing and printing in black-and-white. Field trips to photographic exhibits. Guest lectures by recognized amateur and professional photographers. Students provide their own adjustable camera, but all other photographic materials and equipment are supplied. Carries a fee. 3 credits.

ART 191 Ceramics

An introduction to the basic principles of the medium of ceramics. It teaches the various techniques and methods and familiarizes with different stylistic approaches. Stresses the importance of the creative process for personal growth. Requires completion of finished art works. Carries a fee. 3 credits.

ART 203 Drawing and Painting II

This course further develops the skills and knowledge of students who have a basic understanding of the fundamental principles of visual arts and have been exposed to different materials and techniques in painting and drawing. The course concentrates on developing painting skills by using the human figure and the appropriate model objects through studio experience. Prerequisite: ART 103 or permission of instructor. Carries a fee. 3 credits.

ART 210 Architecture

A survey of different building materials, structural methods, elements of design, and architectural styles from a variety of cultural and historical periods. Carries a fee. 3 credits.

ART 222 World Art

A survey of architecture, painting, and sculpture from prehistoric times to the present. Students are required to identify the salient features of specified works of art, trace motifs, and understand the underlying historical influences of selected periods of art history Prerequisite: HUM 100. 3 credits.

ART 350 Art in Gallery and Museum

An introduction to various media and styles in visual arts within the environment of the art gallery. Familiarization with the basic duties and responsibilities of operating and maintaining an art gallery through actual gallery experience. A designated writing process and information competency course. Carries a fee. Prerequisite: HUM 100, ART 222, and a minimum grade of C in COM 101 or permission of instructor. 3 credits.

ART 391 Advanced Projects in Visual Arts

This course is a sequel to Art 203 Drawing and Painting II, as well as an advanced-level course for other students who would like to pursue creative projects in three-dimensional media, including graphic and architectural design. Students meet with the instructor to design programs that develop advanced skills and knowledge in areas such as painting, drawing, sculpture, and design. Prerequisite: ART 203 or permission of instructor. Carries a fee. 1-4 credits. May be repeated.

ART 455 Portfolio

An introduction to the basic principles and strategies of portfolio preparation and presentation in the visual arts. It teaches how to present finished artworks in all visual media in a coherent, practical, and effective way. Stresses the importance of portfolio presentation in dealing with galleries, museums, and employers/professionals. Covers photographing, matting, and framing artworks; writing of résumés and artist's statements; and preparation of portfolio books and cases. Requires completion of a finished portfolio and its formal presentation. Prerequisite: a finished body of artwork sufficient for a portfolio. 1 credit.

BIOLOGY (BIO)

BIO 120 Concepts in Biology

An introduction to the science of life. Topics include scientific methodology, cell structure and function, genetics, ecology, evolution, plant and animal structure and function. Three hours lecture per week. May not be used to satisfy the requirements of the biology program. Carries a fee. 3 credits.

BIO 125 Human Anatomy and Physiology

An introductory course in human anatomy and physiology. Tissues, translocation of materials, muscle and nerve physiology, blood and circulatory system, respiration, digestion and metabolism, endocrine and renal secretion, the nervous system, and reproduction. May not be used to satisfy requirements of the biology program. 3 credits.

BIO 153 Issues in Human Ecology

The human's biological relationships to other human beings, to living things, and to the physical world; adjustments possible for personal and social well-being; problems created by human control and misuse of the environment. Among the topics treated are abortion, drugs and their effects, environmental pollution, genetic tampering, human longevity, and population control. May not be used to fulfill biology program requirement. (Also listed as SOC 153.) 3 credits.

BIO 207 Biology I

A study of life as exhibited by plants; basic chemistry; cell biology; methods of classification; the Scientific Method; structure and physiology of plants; genetics; ecology; representative plant groups and their human significance. Three class hours and three laboratory hours. Carries a fee. 4 credits.

BIO 208 Biology II

A study of life as exhibited by animals; structure and physiology; life cycles; classifications; ecology; representative animal groups and their human significance. The study includes both inter-vertebrates and vertebrates and affords an introduction to the broad generalizations of biological science. Three class hours and two laboratory hours. Carries a fee. 4 credits.

BIO 215 Heredity and Society

An exploration of the various aspects of human heredity and the hereditary patterns of other forms whose lives strongly impact on humans. Included topics: Mendelian genetic patterns, the human genome, defectives, intelligence and retardation, race, cancer, nature vs. nurture, genetic engineering, and "improvement" of heredity lines. (Also listed as SOC 215.) 3 credits.

BIO 226 Conservation and Pollution Biology

A study of the environmental problems facing humankind today as a result of human carelessness and ignorance: use of insecticides, solid waste disposal, water pollution, air pollution, noise pollution, radiation poisoning, and the politics and economics of pollution. 3 credits.

BIO 231 Earth History

(See ESC 231) 3 credits.

BIO 255 Foods and Nutrition

Basic food types and composition of major food substances. Methods of processing and preserving foods. General nutritional requirements of humans. Effects of processing on the nutritional value of foods. Effects of dieting, overeating, and starvation on the general health of humans. 3 credits.

BIO 271 Human Anatomy and Physiology I

A detailed study (with laboratory) of human anatomy and physiology. First course of a two-semester sequence. Covers cells and tissues, skeletal system, muscular system, nervous system, and endocrine system. Special emphases for those considering health care professions. Carries a fee. 4 credits.

BIO 272 Human Anatomy and Physiology II

A continuation of Human Anatomy and Physiology I. A detailed study with laboratory of human anatomy and physiology. Covers blood and body fluids, heart and circulation, respiratory system, digestive system, reproductive system, and urinary system. Special emphases for those considering health care professions. Carries a fee. Prerequisite: BIO 271 or permission of instructor. 4 credits.

BIO 285 Human Sexuality

The human as a sexual being: basic reproductive anatomy and physiology, psychology, sexual response cycles, and sexual behavior of the male and female; psychological and physiological aspects of deviations from the heterosexual pattern. Infertility, sterility, and birth control as well as broader aspects of life such as pornography, sex and the church, law and society will be covered. Carries a fee. Prerequisite: Freshmen not admitted without one semester of psychology. (Also listed as SSC 285.) 3 credits.

BIO 302 The Cell

A study of the major components found in cells as related to particular functions performed by cells. Topics include the ultra-structure of prokaryotic cells, eukaryotic cells, viruses, the biochemistry of the cell, and molecular genetics. Prerequisites: BIO 207 and 208. 3 credits.

BIO 313 Entomology

The history of entomology; the nature, structure, life cycle, and economic importance of insects; insect orders, representatives, families, and types; collection and classification in field study and laboratory. Two hours lecture and three hours lab per week. Carries a fee. Prerequisites: BIO 207 and

208 or permission of instructor. 3 credits.

BIO 321 General Ecology

The major biological ecosystems of the world. Plant and animal associations, major environmental parameters and succession are emphasized. Analysis by students of some environmental systems. Prerequisites: BIO 207 and 208. 3 credits.

BIO 330 Topics in Biology and Chemistry

This will be an in-depth exploration of major topics in biology and chemistry, determined by the instructor. Topics will rotate and reflect contemporary biological and chemical phenomena such as: Viruses, ESKAPE: Superbugs, Green Chemistry, Natural Products, Genetic Engineering, Pharmaceuticals. This will be a required WAC (Writing across the Curriculum) course for Biology students. A designated Writing Across the Curriculum and information competency course. Prerequisites: COM 100, COM 101 and COM 110. A minimum grade of C in BIO 207, BIO 208, CHM 201 and CHM 202. Junior standing. **3 credits.**

BIO 361 Biological Psychology

An introduction to the biological approach to psychology beginning with an introduction to the biological mechanisms affecting psychology such as neuron structure and function, neurotransmitter types and functions, genetics and epigenetics, and brain structure. Topics will rotate through the general areas of psychology such as the biopsychology of psychiatric disorders, mood, personality types, and cognitive abilities. Perspectives will include the effects of neurotransmitters, brain structure, drugs, toxins, genetics and epigenetics, nutrition, fitness, and development through the lifespan. Prerequisites: minimum grade of C in PSY 181 or BIO 271 or permission of instructor. (Also listed as PSY 361.)

BIO 373 General Microbiology

A study of the morphology and physiology of microorganisms: bacteria, mycoplasmas, rickettsia, chlamydia, viruses, viroids, prions, fungi, algae, and protozoa. The control of microbial growth by chemicals, physical conditions, and chemotherapeutic agents is considered. The role of microorganisms in health and disease is also addressed. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: BIO 207 and BIO 208 or permission of instructor. 4 credits.

BIO 381 Biochemistry

This course deals with the structures and reactions of the major classes of biomolecules found in the cell: carbohydrates, lipids, proteins, and nucleic acids. Prerequisites: BIO 207, 208, CHM 201, and 202, or permission of instructor. (Also listed as CHM 381.) 3 credits.

BIO 404 Marine Biology

A study of the characteristics of the marine and estuarine biotopes; the organisms indigenous to each; physical, chemical, and biological parameters affecting the productivity of each biotope. Prerequisite: BIO 207 and 208 or permission of instructor. 3 credits.

BIO 405 Genetics

A study of the nature and function of genetic material and the principles of inheritance in plants, animals, and humans; examination of both classical and modern genetic concepts, the concept of the gene and its operation, population genetics, and applications in human and social genetics. Prerequisites: BIO 207 and 208 or permission of instructor. 3 credits.

BIO 408 Parasitology

Morphology and life cycles of parasites, and economic and medical effects of parasitism upon human, animal, and plant tissues. Host/parasite interrelationships and the use of parasites as biological controls of pests will be stressed. Two hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: BIO 207 and 208. 3 credits.

BIO 414 Biology: History, Process, and Methods

A brief history of the development of the biological sciences, emphasis on the major paradigms and their nature which have given various areas of biological thought their character, treatments of underlying philosophical aspects, and an evaluation of current biological activity in the light of contemporary methods and approaches. A cap-

stone course. Prerequisite: BIO 207 and 208, a minimum grade of C in COM 101, or permission of instructor. A designated Writing Across the Curriculum and information fluency course. 3 credits.

BUSINESS GRADUATE (BAN)

BAN 510 Introduction to Business Analytics

This course is only offered in an online format. Business analytics uses data sources and statistical techniques to generate valuable information used in business decision making. This course provides an overview of business analytics processes. Students develop an understanding of the role of analytics in business strategy, information management, and big data technology. Privacy, ethics, and data governance issues are also addressed. 3 credits.

BAN 511 Foundations of Database Management

This course is only offered in an online format. This course provides a comprehensive overview of database design, implementation, and management. The course addresses database systems, data models, design concepts, distributed database management systems, database connectivity, and database administration. Students explore the characteristics of databases that are used in decision support and online analytical processing. Practical aspects of design are emphasized. Case studies and applications support conceptual understanding. 3 credits.

BAN 512 Data Mining

This course is only offered in an online format. Drawing on statistical, mathematical, and artificial intelligence techniques, data mining is used in a broad base of industries to identify patterns—associations, predictions, and clustering in large sets of data. This course addresses data mining fundamentals from preprocessing tasks to data mining methods and algorithms. Students also develop their familiarity with big data technology tools. 3 credits.

BAN 513 Strategic Analytics

This course is only offered in an online format. This course addresses concepts from the field of business, competitive, and market intelligence. Students examine business and competitive analysis techniques and consider ideal analytical approaches, and the communication of analytical results. Case studies and projects support conceptual understanding. 3 credits.

BAN 514 Analytical Decision Making I

This course is only offered in an online format. This is the first course in a two course sequence that addresses statistical procedures for analyzing large data sets. Students will develop their understanding of key concepts in management science. This first part of the course covers descriptive statistics, probability, decision making under uncertainty, sampling, and hypothesis testing. Technology tools for analysis are examined including R. Case studies and applications are used to support learning objectives. 3 credits.

BAN 515 Analytical Decision Making II

This course is only offered in an online format. This two-part course addresses statistical procedures for analyzing very large data sets. This course addresses regression analyses, quantitative forecasts, optimization models, simulations, and multivariate techniques. Technology tools for analysis are examined including R. Case studies support learning objectives. 3 credits.

BAN 516 Predictive Analytics

This course is only offered in an online format. Predictive analytics draws on a variety of statistical techniques to discover meaningful patterns in the data. Most businesses and organizations rely heavily on predictive analytics to maintain a competitive advantage. This course addresses the core principles of data, data modeling, text mining, and model deployment. Students examine case studies and apply concepts from the course to business scenarios. 3 credits.

BAN 517 Data Visualization and Communication

This course is only offered in an online format. This course addresses the fundamentals of data visualization and communication. Course participants will develop the skills and strategies to communicate insights about data to stakeholders in all levels of the organization. They will explore leading technology tools for data visualization. Case studies and applications support learning objectives. 3 credits.

BAN 518 Applied Analytics

This course is only offered in an online format. This course focuses on the role of analytics in supply chain management, operations management, operations research, and other business applications. Using case studies, students develop their understanding how analytics drives marketing, logistics, purchasing, and operations strategies and decision making. Students explore the role of leadership in developing a road map and leading organizational change. 3 credits.

BAN 611 Business Analytics Capstone

This course is only offered in an online format. In this capstone course, students identify and complete a real world data analytics project. The course draws on skills addressed throughout the program. Students collaborate with classmates and the instructor to define the project and through all phases of design, development, and evaluation. 3 credits.

BUSINESS (BUS)

BUS 231 Business Communication

An introduction to the communication competence needed to enter and progress in a business career, including correct style for written business communications, a practical approach to the mastery of speaking techniques, and reading and listening skills for receiving communications. Prerequisite: minimum grade of C in ENG 101/COM 100 or permission of instructor. 3 credits.

BUS 234 Principles of Management

An introduction to the basic concepts relating to management practices including planning, organization, direction, and control. Prerequisite: minimum grade of C in ENG 101/COM 100. 3 credits.

BUS 235 Management Information Systems

An overview of basic concepts in computing proficiency and solving business problems. Various roles of information systems in the business world, information systems technology, and information systems development issues will be discussed in this course. The software used will give students a hands-on experience with computerized systems and techniques. Carries a fee. Prerequisites: minimum grade of C in BUS 234; may be taken concurrently with BUS 234 with permission of the instructor. 3 credits.

BUS 242 Principles of Marketing

The study of marketing principles emphasizing the application of marketing theory to contemporary business situations, including the role of marketing, sales promotion, channels of distribution, consumer behavior, media, advertising, market intelligence, and market research. Prerequisite: minimum grade of C in ENG 101/COM 100. 3 credits.

BUS 251 Business Statistics

The application of descriptive statistics, estimation, testing hypothesis, regression analysis, index numbers, and nonparametric techniques to business problems. Prerequisite: minimum grade of C in MAT 121 or MAT 201 or permission of instructor. 3 credits.

BUS 281 Business Law I

A capsule study of the origin and development of contract law up to the present. A study of contracts including their nature, essential components, formation, and performance; breach and enforcement of contracts; and the rights and obligations of the parties involved. An introduction to the law of sales under the Uniform Commercial Code, bailments, and decedents' estates. Prerequisite: minimum grade of C in ENG 101/COM 100. 3 credits.

BUS 282 Constitutional Law

A capsule study of the origin and development of the Constitution with emphasis on both historical value and present-day application. Topics include judicial review, due process, equal protection laws, and civil liberties. Offered every other year. Prerequisite: minimum grade of C in ENG 101/COM 100. (Also listed as POL 282.). 3 credits.

BUS 321 E-Commerce

This course will explore the management of technology and computer science and develop an electronic commerce system from the conceptual idea phase to implementing the infrastructure. Students will examine how electronic commerce began and developed in the form of Electronic Data Interchange (EDI) allowing companies to exchange data on private networks. Prerequisite: minimum grade of C in ENG 101/COM 100. 3 credits.

BUS 322 Business Database Systems

This course introduces students to the uses of database systems for transaction processing and decision-making in business. The course presents the concepts of effective database design in a broad sense in that it examines business data contained in text documents, spreadsheets, and relational databases. Students will gain hands-on experience in designing and developing databases, as well as reports, forms, and web pages that utilize business data. Carries a fee. Prerequisite: ENG 101/COM 100. 3 credits

BUS 331 Advanced Business Communications

This course extends beyond communication skills; it seeks to enable students to recognize, analyze, and master forms of implicit and explicit communication existent within organizational hierarchies and the culture of business itself. Emphasis is placed upon communication theory, critical analysis, case analysis, and the language system of persuasion. Prerequisite: minimum grade of C in BUS 231. 3 credits.

BUS 332 Cross-Cultural Communications

Provides an intellectual and experiential forum for developing the interpersonal/intellectual communication and interaction skills necessary for today's global managers. Examines the theory and practice of negotiation and the behavior of individuals, organizations, and groups in international contexts. Prerequisite: minimum grade of C in BUS 231 or permission of instructor. (Also listed as INS 332.) 3 credits.

BUS 335 Human Resource Management

An introduction to the theory and practice of human resource management, including employment procedures, communications planning, training and development, and services administration. Prerequisite: minimum grade of C in BUS 234 or permission of instructor. 3 credits.

BUS 336 Organizational Behavior

An introduction to the fundamental psychological and sociological principles and their application to individuals, groups, and organizational settings. The course focuses on managerial applications and encompasses both micro- and macro-perspectives. The course analyzes theories of motivation, job design, rewards, leadership, conflict, organizational structure, and change management. Prerequisites: minimum grade of C in all the following classes: COM 101, SOC 151, BUS 234, [plus SWK 110 for Social Work program student], or permission of instructor. A designated writing process and information competency course. (Also listed as SWK 336.) 3 credits.

BUS 338 American Entrepreneurs and Wealth Accumulation

This course is designed to acquaint the students with an understanding of American Business, as well as provide the knowledge/skills necessary to develop/start your own business. Prerequisites: minimum grade of C in BUS 231 and BUS 234 or permission of instructor. 3 credits.

BUS 341 Real World: The Business of New Media

(See NMC 341.) 3 credits.

BUS 343 New Venture Marketing

Analysis of problems in formulating new products and marketing policies. Application of marketing principles to new product development, sales,

promotion, and distribution. Prerequisites: minimum grade of C in both BUS 234 and BUS 242 or permission of instructor. 3 credits.

BUS 344 Marketing Research

The study of consumer buying behavior and marketing research concepts and techniques including project design, primary and secondary data gathering, study of cultures, etc. Prerequisite: minimum grade of C in both MAT 121 and BUS 242, or permission of instructor. 3 credits.

BUS 345 Journalism: Writing News, Reviews, Features

(See ENG 345.) 3 credits.

BUS 346 Writing for the World Wide Web

(See ENG 346.) 3 credits.

BUS 347 International Marketing Management

A study of the development and implementation of global marketing programs and strategies. Analysis of market entry strategies and the role of trade documentation and trade finance the multinational organization. Prerequisite: minimum of a C in BUS 242. (Also listed as INS 347.) 3 credits.

BUS 352 Principles of Finance

Financial theory and business enterprise organization and operation. Topics include financial planning and control, working capital considerations, capital budgeting, sources and uses of funds, valuation of enterprise, and the financial environment. Carries a fee. Prerequisites: minimum grade of C in MAT 121 or any 200-level MAT course plus a minimum grade of C in all the following: ACC 223, BUS 366, and ECO 264, or permission of instructor. 3 credits.

BUS 353 Financial Analysis and Planning

Analysis of current and future financial positions that serve as a foundation for decision-making by creditors, managers, and owners. Topics include investment analysis, valuation of the firm, and operations and production management. Students participate in an investment simulation. Offered every other year. Prerequisites: minimum grade of C in all the following: MAT 121, BUS 251, and BUS 352, or permission of instructor. 3 credits.

BUS 355 Healthcare Financing

Explores concepts critical to the financial management of healthcare delivery organizations in the United States. Students will explore fundamentals of financial accounting systems, evaluate healthcare systems' financial status, assess financial statements, understand cash management, analyze credit status, capital structure and budgeting, funds management, and financial control systems. (Also listed as HEA 355.) Prerequisite: minimum grade of C in ACC 224. 3 credits.

BUS 361 Managerial Economics

(See ECO 361.) 3 credits.

BUS 366 Money and Banking

(See ECO 366.) 3 credits.

BUS 371 International Business

Students will study and gain understanding of the different cultures participating in the business world. Emphasis will be on comparison of management styles, marketing, finance, and economic analysis of issues and problems in world trade. Prerequisites: minimum grade of C in both BUS 234 and BUS 242, or permission of instructor. 3 credits.

BUS 382 Business Law II

A continuation of Business Law I. A study of various topics including negotiable instruments, debtor-creditor relationships, legal aspects of the different forms of business organization, and the impact of government regulations. Prerequisite: minimum grade of C in BUS 281 or permission of instructor. 3 credits.

BUS 383 Labor Law

Analysis and evaluation of labor law, including such topics as historical sources, doctrines and acts, legal framework of labor-management relations, union rights and obligations, and management rights and restraints. Emphasis on the National Labor Relations Act as amended and current legislative and judicial developments. Pre-

requisite: minimum grade of C in ENG 101/COM 100. 3 credits.

BUS 391 Studies in Business

Analysis of a topic, issue, trend, or problem relative to current business activities. A topic might include total quality management, risk management, operation and production, sales management, real estate, toxic waste management, or health care. Prerequisite: Junior standing in Business Administration and or permission of the Business Department. 1-3 credits.

BUS 437 Business Ethics

A study of current business practices and problems and their interaction with society. Emphasis on the social, economic, political, and legal responsibilities of business, especially those induced by social and technological change. Prerequisites: minimum grade of C in both BUS 234 and ECO 263 or permission of instructor. 3 credits.

BUS 467 Political and Economic Systems in Developing Countries

An overview of the process of economic development and social change in Third World and emerging countries. Analyzes the causes, effects, and responses to global problems related to population growth, pollution, food, and natural resources. Analysis of both the theoretical foundations and practical cases involved in the financial management of multinational corporations (MNC). Prerequisite: minimum grade of C in both ECO 263 and 264, senior status or permission of instructor. (Also listed as INS 467.) 3 credits.

BUS 491 Strategic Management

An integrating course analyzing the business organization in its environment with emphasis on formulation of policies and strategies and the application of these through the use of studies in all functional areas of business. A capstone course. Carries a fee. Prerequisite: senior standing in Business Administration or permission of instructor. 3 credits.

BUS 492 International Strategic Management

Capstone course to synthesize all course material within the International Management Specialization. Prerequisite: senior standing in Business Administration or permission of instructor. Carries a fee. 3 credits.

BUS 520 Research Seminars I

The objective of this course is to learn how to write a research paper in the field of business leadership. Students will reflect on the nature of information itself, how to determine what information is required to solve a specific problem, how to obtain that information efficiently from a variety of print and digital sources, how to judge the value of various sources, and how to ethically use that information. 1 credit.

BUS 521 Research Seminars II

The course considers the role that information and research play in professional environments. The course looks at the critical role information literacy, informational literate managers, and the information industry all play in decision-making, organizational effectiveness as well as professional leadership. Primary focus is on use, interpretations and application of data from information sources that contribute to information literate business leaders making better decisions. 1 credit.

BUS 522 Research Seminars III

The objective of this course is to learn how to write a research paper in the field of leadership. The course explores the process of research: starting from the selection of a topic and ending with the writing of a conclusion. In this course, students will learn how to craft a research statement, construct a theoretical model, test the model empirically, and interpret results. 1 credit.

BUS 523 Research Seminar

This course is only offered in an online format. This course looks at the critical role information literacy, information-literate managers, and the information industry all play in decision-making, organizational effectiveness, and professional leadership. Primary focus is on use, interpreta-

tion, and application of data from information sources that contribute to business leaders making better decisions. Students will reflect on the nature of information itself, how to determine what information is required to solve a specific problem, how to obtain that information efficiently from a variety of print and digital sources, how to judge the value of various sources, and how to ethically use that information. Students will learn how to write a research paper in the field of leadership, including how to craft a research statement, construct a theoretical model, test the model empirically, and interpret results. 3 credits.

BUS 531 Effective Decision-Making and Communication

This course enables students to understand the theories and processes by which people construct and interpret messages that influence attitudes and events. Individual and group interactions will explore the decision-making process within organizations. Students will reflect about the purpose and effects of decisions made in business and examine the proper way to communicate these decisions. 3 credits.

BUS 532 Global Culture and Business Practices

This course focuses on effective business communication and practices in an international or global environment. Emphasis will be placed on culturally sensitive communication, negotiation, relationship-building and decision-making for managers of multinational corporations. Group projects, role play, and written assignments provide opportunity to apply concepts to practical business situations. 3 credits.

BUS 534 Leadership of Entrepreneurial/ Innovative Business Organizations

This course examines theoretical concepts and practical planning within innovative business organizations. The course focuses on the importance of an effective performance management plan by setting a strategic goal, developing mission driven plans, reviewing organizational structure, and managing relationships in a dynamic environment. 3 credits.

BUS 535 Non-Profit and Public Leadership and Management

This course examines key aspects of leadership and management in the non-profit and public sectors as they are applied in practice. The course integrates theory and research results with practical skills. The course is intended to provide the student with a working understanding of the nonprofit and public sectors and offer insight to the best management and leadership processes in those sectors. The understanding that students gain will prepare them to go to the public and non-profit sectors and enter into management positions immediately. 3 credits.

BUS 536 Risk Management Dimensions of Leadership

In this course students will be exposed to the important and growing field of Risk Management. The course focuses on the advanced principles, tools, and practices of risk management, including risk identification, risk analysis, and risk remediation. 3 credits.

BUS 537 Ethics and Corporate Social Responsibility

This course involves advanced study of business ethical practices and corporate social responsibility with a focus on the role of leadership (e.g., Board of Directors, C-Suite, senior management). Emphasis will be placed on the economic, political, and legal impact of these factors on business—especially in areas influenced by current social and technological change in the marketplace. 3 credits.

BUS 552 Managerial Finance

This course will focus on financial practices within a corporation, as well as the key tools/processes used to make financial decisions by chief financial officers and senior management. Topics include valuations, financial analysis, cost of capital, investment decisions, and financial environment. 3 credits.

BUS 571 International Leadership

This course focuses on concepts and practices of international businesses. The course will

examine trade, foreign direct investment and joint ventures. This course will examine a variety of business practices that use collaboration with cross-cultural teams. Emphasis will be placed on culturally sensitive team-building in business within international operations. 3 credits.

BUS 691 Capstone Seminar

This is a comprehensive course that reinforces key concepts in Organizational Leadership. Students are given an opportunity to apply theory and practice through discussion, analysis, and practice. The capstone project is designed to provide students with an opportunity to demonstrate that they can synthesize and apply key learning in the field of business leadership. Prerequisite: Approval of the Program Director. 3 credits.

BUS 692 Executive Leadership and Strategic Management

This course will focus on the concepts and practices of effective leadership and strategic management in a corporation/organization, focusing on the development and execution of effective strategy. This course will leverage business case study analysis, and draw upon students' experience/knowledge in the respective business disciplines/skills. Prerequisite: Approval of the Program Director. 3 credits

CAREER EDUCATION (CAR)

CAR 150 Career Readiness

The course familiarizes students with theories of career decision-making and vocational development with a view toward helping them make appropriate choices in academic courses and in life-planning. Carries a fee. Open only to first- and second-year students. 2 credits.

CAR 201 Career Planning

A course designed for returning students to develop the skills necessary to effectively balance work, family, and school. Topics include goal-setting, time management, library services, personal support systems. Prerequisite: returning adult/nontraditional student. Pass/Fail grading. 1 credit.

CAR 265 Personal Money Management

A general orientation to the field of personal finance, including such topics as insurance; personal banking; investments in durables, stocks, bonds, and property; consumer economics; and legal contracts. Open to graduating students only. Pass/Fail grading. 1 credit.

CHEMISTRY (CHM)

CHM 171 Elements of Inorganic, Organic, and Biochemistry

An introduction to inorganic, organic, and biological chemistry. The basic concepts of inorganic and organic chemistry are applied to the chemistry of living organisms, in particular the human body. Topics selected are appropriate for students outside the program, especially those interested in the field of education and health sciences. 3 credits.

CHM 201 General Inorganic Chemistry I

This course begins the study of the concepts and theories in modern chemistry. Topics include: matter and energy, measurement in chemistry, chemical formulas and composition stoichiometry, chemical equations and reaction stoichiometry, atomic structure, Quantum Mechanics, chemical bonding, and bonding theories. The laboratory portion of the course involves exercises which help demonstrate these chemical principles. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: suitable high-school background in chemistry and mathematics, or permission of instructor. 4 credits.

CHM 202 General Inorganic Chemistry II

This course continues the study of the composition, structure, and properties of matter and the reactions it undergoes. Topics include: gases, liquids, and solids; solutions, chemical thermodynamics; chemical kinetics; chemical equilibrium; acids and bases; solubility and the solubility product principle; and, electrochemistry. The laboratory portion of the course is devoted

to experiments illustrating these concepts with special emphasis on the technique of semi-micro qualitative analysis. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: a minimum grade of C in CHM 201. 4 credits.

CHM 301 Organic Chemistry I

This course begins the study of the main classes of organic compounds. Topics include: chemical bonding, orbitals, stereochemistry, and spectroscopy. The structure, nomenclature, physical properties, preparation, reactions, and reaction mechanisms involved in the following classes of organic compounds will be considered: alkanes; alkenes; alkynes; alkyl halides; alcohols; and ethers, epoxides, and sulfides. The laboratory portion of the course involves basic organic techniques, the preparation and purification of organic compounds, and fundamental techniques in organic analysis. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: CHM 201 and 202. 4 credits.

CHM 302 Organic Chemistry II

This course continues the study of the main classes of organic compounds. The structure, nomenclature, physical properties, preparation, reactions, and reaction mechanisms involved in each of the following classes of organic compounds will be considered: aromatics (benzene and its derivatives), aldehydes and ketones, carboxylic acids and their derivatives, and amines. The laboratory portion of the course involves the analysis and synthesis of these various classes of organic compounds. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: minimum grade of C in CHM 301. 4 credits.

CHM 381 Biochemistry

(See BIO 381.) 3 credits.

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 181 Computer Applications

A first-level course designed to enable the student to acquire skills in the use of microcomputers, develop some understanding of how a computer functions, and gain appreciation of the impact of computers on society. The skill portion of the course introduces word processing, spreadsheets, and databases. All programs are Windows-based. 3 credits.

CIS 191 Introduction to Digital Computing Using Pascal

(See MAT 191.) 3 credits.

CIS 241-249 Short Courses in Computer Software

Intensive instruction in the use and applications of specific computer software programs. Meets for five to seven weeks. Pass/Fail grading. 1-3 credits.

CIS 241A Beginning Word Processing / Word

A course covering the fundamentals of using Word processing software. Topics include file management; formatting for reports, correspondence, and newsletters; and merged letters. Coursework is completed independently and submitted online. May not be taken for credit if credit has already been earned for CIS 181. 1 credit.

CIS 243A Beginning PowerPoint

A course covering the fundamentals of using presentation software. Coursework is completed independently and submitted online. 1 credit.

CIS 244A Beginning Spreadsheet/Excel

A skills course covering spreadsheet fundamentals. The course includes instruction in creating, editing, and printing spreadsheets and graphs.

Attention is given to improving presentation and appearance of both spreadsheets and graphs and the use of functions. 1 credit.

CIS 245A Beginning Database/Access

A course covering the fundamentals of using a relational database. Topics covered include the design of relational databases as well as skills in the creation of a relational databases, validity checks, applications of queries to both single and related files, and the design of forms. 1 credit.

CIS 246 Desktop Publishing

Presents the basics of computer-assisted publication using Pagemaker (CIS 246A) or Illustrator (CIS 246B), including page layout and the use of graphics. Carries a fee. Prerequisite: knowledge of word processing techniques or permission of instructor. 1 credit.

CIS 248 Composing Case Notes

(See SWK 248.) 1 credit.

COMMUNICATION (COM)

COM 100 Using Language to Inform

Study and practice in critical reading, organizing ideas, and expository modes of expression. Course activities focus on development and improvement of basic techniques in written communication, audience analysis, practice in writing the essay in its traditional forms, self- and group-evaluation. Develops critical thinking skills and serves as a foundation course for study across the curriculum. 3 credits.

COM 100L Writing Lab

Taken in conjunction with COM 100, COM 100L supports COM 100's writing and critical thinking objectives. Primary class activities engage students in workshops focused on grammar, mechanics, usage, organization, style, pre-writing and revision. COM 100L is offered in three versions into which students are placed according to prior academic history. 1 credit.

COM 101 Using Language to Influence

The study and practice of synthesizing ideas and the rhetorical principles of persuasion with continued emphasis on writing skills, oral presentation, literature appreciation, and technology. Course activities include practice in effective writing practice in research techniques, practice in methods of oral delivery, self- and group-evaluation. Further develops and builds on critical thinking skills and enhances study across the disciplines. A designated writing process course. Prerequisite: minimum grade of C in COM 100 and Pass in COM 100L. 3 credits.

COM 110 Information Literacy

In this course, students will learn of what information consists, how to determine what information is required to solve a specific problem, how to obtain that information efficiently from a variety of print and digital resources, how to judge the value of various sources, and how to ethically use information. 1 credit.

COM 234 Public Speaking

An introduction to public address, including the development and improvement of basic techniques in verbal and non-verbal control, audience analysis, text preparation, extemporaneous delivery, use of audio-visual materials, and parliamentary procedure. In-class exercises, assignments in various types of public address, self- and group-evaluation, and private sessions with the instructor when needed. Prerequisite: COM 100. 3 credits.

COM 235 Oral Interpretation of Dramatic Literature

Students learn through study, practice, and performance the basic techniques of oral interpretation, acting, and reader's theater. They analyze various scripts for intellectual and emotional content and learn to effectively communicate the author's ideas and feelings through thought, voice, aesthetic distance, and gesture. Students develop analysis of specific characters and learn to communicate each through basic acting techniques. They determine specific props, costumes, and idiosyncrasies distinguishing the persona. Some attention to

the art of memorization and improvisation. Prerequisite: COM 234 or permission of instructor. 3 credits.

COM 271 Introduction to Media Industries

This course is a study of mediated communication and the industries that make it possible. Students examine a variety of theoretical models from historical, economic, regulatory, and ethical perspectives. The focus is on the relationship between media and culture. Prerequisite: COM 100. 3 credits.

DIGITAL MARKETING (DMM)

DMM 535 Search Engine Optimization

This course is only offered in an online format. This course addresses the key aspects of Search Engine Optimization (SEO). Topics include on-page best practices; keyword research; design & architecture; site optimization & best practices; link-building; SEO site audits; and SEO for local search. Course participants develop their understanding of the role of SEO in the growth and development of businesses. Projects and activities support learning outcomes. 3 credits.

DMM 537 Web Analytics

This course is only offered in an online format. This course prepares digital marketing professionals with the knowledge needed to develop expertise in the area of web analytics. Topics addressed include Key Performance Indicators (KPIs), segmentation, reports and metrics, web analysis, qualitative research, testing, and competitive analysis. Also covered are multi-channel analytics and dashboards. Course participants complete activities and projects that support the development of their expertise. 3 credits.

DMM 542 Foundations of Digital Marketing

This course is only offered in an online format. This course provides a comprehensive overview of digital marketing. Course participants develop an understanding of the digital marketing process, developing their vocabulary and conceptual knowledge of the field. The course provides the foundation for in depth focus on major areas of study in digital marketing, including SEO, Social Media, Web Analytics, Conversion, Content Marketing, Mobile Marketing, Paid Search, and Email Marketing. 3 credits.

DMM 543 Content Marketing

This course is only offered in an online format. This course covers key elements of content marketing. Course participants develop the skills to create content and write valuable messages that get into the media, engaging readers and creating customers. They learn to measure the results of their strategies. Content marketing channels are explored, including: blog, social media, image, video, article and press, email, event, and B2B marketing. 3 credits.

DMM 544 Social Media

This course is only offered in an online format. This course provides a comprehensive examination of social media marketing from basic planning opportunities to evaluation strategies. Course participants develop the skills to construct a well-developed social media marketing campaign. Blogging, video and YouTube, Facebook, Twitter, social news networks, viral marketing, and LinkedIn are examined. Activities and projects support learning outcomes. 3 credits.

DMM 545 Email Marketing

This course is only offered in an online format. An effective email marketing program generates new customers and keeps loyal customers returning. This course covers the key elements of email marketing through specific phases of the buying cycle. Course participants learn proven strategies for building lists, crafting email, avoiding spam filters, and generating conversions and sales. 3 credits.

DMM 546 Mobile Marketing

This course is only offered in an online format. Mobile marketing is a key discipline in Internet marketing. This course provides a comprehensive examination of mobile marketing, from text

messages to full mobile applications. Course participants develop strategy and tactics, expanding their understanding of mobile marketing integration across media. 3 credits.

DMM 547 Pay Per Click (PPC)

This course is only offered in an online format. This course addresses the key components of paid search advertising. Course participants gain insights into strategies for all phases of Pay Per Click (PPC) and paid search including real world implementation of launching and maintaining a PPC account. Course focus includes an introduction to keywords and match types, writing effective ad copy, conversion tracking, bidding, and reporting, campaign settings, and account organization. 3 credits.

DMM 548 Conversion

This course is only offered in an online format. Conversion practices empower businesses to create digital experiences that impact buying decisions, converting website visitors into customers. This course covers key elements of conversion. Course participants expand their understanding of conversion planning, conversion design structure, analysis and measurement. 3 credits.

DMM 641 Digital Marketing Capstone

This course is only offered in an online format. The capstone course provides an opportunity for course participants to identify and complete a project that aligns with their own digital marketing interests. Working closely with their instructor, course participants synthesize key learning outcomes from the program and apply their skills in the digital marketing field to address an authentic problem. An emphasis on measurement and reporting is included. Course participants draw on current research and examine current issues in digital marketing as they design and develop the project. Completed projects are showcased for analysis and critique. 3 credits.

EARTH SCIENCE (ESC)

ESC 101 Earth Science

Structure of the earth; chemistry and distribution of minerals, rocks, and waters; the origin and history of ocean basins; continents, mountain ranges, and fresh waters; the atmosphere; the earth's relationship to other bodies in the solar system. Two hours lecture and two hours lab per week. Carries a fee. 3 credits.

ESC 231 Earth History

An examination of geological evidence pertaining to the proposed theories of the origin, evolution, and history of life on earth. Emphasis on the life forms that have existed, the geologic period in which they lived, and major geologic events. Two hours lecture and two hours lab per week. Carries a fee. (Also listed as BIO 231.) 3 credits.

ECONOMICS (ECO)

ECO 262 Studies in Economic Problems

An introductory study of economic problems covering demand and supply, market structures, and macroeconomic issues with case studies. Articles from current periodicals and recently published books constitute the study materials for the course. 3 credits.

ECO 263 Microeconomics

A study of the economic behavior of individual decision-making units such as consumers, resource owners, business firms in a free-market economy. Topics include the determination of demand and supply, production and cost, and market structures. Prerequisite: minimum grade of C in MAT 100 or permission of instructor. 3 credits.

ECO 264 Macroeconomics

Introductory course covering national income accounting; Keynesian aggregate demand and multiplier analysis; the quantity theory of money; effects of monetary and fiscal policy on employment, inflation, and long-term growth.

Prerequisite: minimum grade of C in MAT 100 or permission of instructor. 3 credits.

ECO 361 Managerial Economics

The course presents an application of economic principles to practical resource allocation decisions that are made by enterprise managers in the private and public sectors of the economy. The course includes an in-depth study of the development of production cost and pricing, market structures, regulations, forecasting, and inventory management. Prerequisites: A minimum grade of C in all the following: ECO 263 and 264, and BUS 234. (Also listed as Business 361.) 3 credits.

ECO 365 Intermediate Macroeconomics

Intermediate level course utilizing IS-LM and aggregate demand and supply analysis to understand further the effects of stabilization policies. Expanding the closed economy model to include international trade and capital flows and their effect on foreign exchange rates. Other topics include stagflation, supply-side economics, and rational expectation theory. Prerequisite: minimum grade of C in both ECO 263 and ECO 264 or permission of instructor. 3 credits.

ECO 366 Money & Banking

Definition, functions, and creation of money in the U.S. banking system. Topics include financial markets and financial institutions, particularly commercial banks and thrifts; recent deregulation and globalization of financial markets; the Federal Reserve System and its role in supervision of banks and implementation of monetary policy. Prerequisite: minimum grade of C in both ECO 263 and ECO 264 or permission of instructor. 3 credits.

EDUCATION (EDU)

EDU 120 Principles of Education

The objective of this course is to introduce the student to the foundations of education and the teaching profession. Topics will include the nature of schools today, school evaluation, school funding, school law, the politics of education, historical landmarks in education and educational research. 10 hours of fieldwork are required. 3 credits.

EDU 140 Learning Strategies

Designed to identify the student's strengths and weaknesses related to learning. Emphasis on: developing effective organizational skills, identifying one's own unique learning style, and learning compensatory techniques to assure optimal academic mastery. Offered for Concordia Connection program students only. May be repeated for credit. Carries a fee. 1 credit.

EDU 162, 164, 166 Pre-Professional Practicum

The student will gain insights into the operation of a specific learning environment through field experience under the direction of a classroom teacher in either: a pre-school, kindergarten, or grades 1-2 setting; an elementary (grades 1-6) classroom; or a middle school (grades 5-9) classroom. Motivation, communication, classroom management, and instructional planning will be observed and documented. Students will meet together as a class during a scheduled day and time weekly. All essays and fieldwork must be completed prior to the end of the semester. Pass/Fail grading. A 35-hour week at one school is a requirement of the class. Carries a fee. 1 credit each.

EDU 223 Children's Literature

A general survey of children's literature, print and non-print, designed to cover criteria for evaluation and selection for the classroom and school library, techniques for presenting literature for enjoyment, and the use of children's literature to supplement and enrich other curriculum areas. Areas to be covered include literature that reflects a culturally diverse classroom and students of all abilities. 5 hours of fieldwork are required. Carries a materials fee. 3 credits.

EDU 231 Methods and Materials for Teaching Mathematics I

Objectives, organization, methods, and materials are presented for teaching early childhood through middle childhood mathematics. Attention is given to NYS Common Core Standards. Topics covered

include: number sense, number identification, place value, multiplication and division, fractions, decimals and estimation, using math language to solve problems, and mathematical vocabulary. Emphasis will be placed on assessments(formative and summative), standardized testing, and mathematical literacy to English language learners. Constructivist principles will be taught and utilized. Ten hours of fieldwork are required. This course carries a materials fee and is taken concurrently with MAT 231. 1 credit.

EDU 232 Methods and Materials for Teaching Mathematics II

Objectives, organization, methods, and materials are presented for teaching early childhood through middle childhood mathematics. Attention is given to NYS Common Core Standards. Topics covered include: algebra, geometry, measurement, using math language to solve problems, and mathematical vocabulary. Emphasis will be placed on assessments (formative and summative), standardized testing, and mathematical literacy to English language learners. Constructivist principles will be taught and utilized. 10 hours of fieldwork are required. This course carries a materials fee and is taken concurrently with MAT 232. 1 credit.

EDU 243 Home, School, Church, and Community Relations

Exploration of the vital and necessary interrelationships among the four elements present in the overall education of children and adolescents: home, school, church, community. Consideration given to the effects of culture, heritage, and socioeconomic level on a student's readiness to learn. A designated information competency course. 5 hours of fieldwork required. 2 credits.

EDU 251 Curriculum and Assessment

The course objective is to provide an understanding of curriculum design as it relates to Common Core Learning Standards, student assessment, lesson planning, and differentiated instruction. The concept of standards-based instruction will be emphasized and the evaluation of student progress through national, state, and local assessment will be introduced. 10 hours of fieldwork required in high-needs setting. Prerequisite: EDU 120 or the permission of the instructor. 3 credits.

EDU 271 Elementary Mathematical Methods

This course examines the pedagogical methods for teaching elementary mathematics. Students will use their mathematical foundations to construct engaging lessons for elementary students. A strong emphasis will be placed on serving diverse populations. Scenario-based problem-solving will provide classroom experience and practice teaching. Students will examine the constructs of positive feedback and motivation. Quality children's literature for mathematical skills will be explored. Students will create a teacher performance assessment that differentiates for struggling readers. English Language Learner (ELL) students, Gifted and Talented (G&T) students, and IEP students. Students will analyze student data and reflect on teaching and learning. They will plan for re-teaching based on this data. Students will study persistence, abstractly reasoning the role of discourse and argument, modeling, precision, structure and repeated reasoning in mathematics for elementary students. This course carries a material fee. 3 credits.

EDU 272 Classroom Applications of Instructional Technology

Surveys, strategies, techniques, and methods for integrating technology in the P-9 environment to enhance teaching and learning in the classroom. Topics include interactive whiteboard and videoconferencing technology, visual learning, multimedia, online digital content, digital storytelling, Internet-based activities, and Web 2.0 applications. Carries a software fee. 3 credits.

EDU 281 Working with Special Populations

(See SWK 281.) 3 credits.

EDU 294 Psychology of Exceptional Children and Adolescents

Designed to offer an introduction into special education and the diverse needs of exceptional children from an educator's perspective. Definitions, characteristics, etiologies, and educational classification systems will be discussed with the main focus relating to criteria and statutes of Federal and State law under the

current authorization of the Individuals with Disabilities Education Act (IDEA). This course will help educators understand and apply the psychological principles to identify and work with children with exceptionalities in the educational field. Significant trends and current issues will be examined. 15 hours of fieldwork in a special education setting are required. Prerequisite: Sophomore standing. (Also listed as PSY 294.) 3 credits.

EDU 324 Integration of Movement, Music, and Art

Consideration will be given to the basic core curriculum with an emphasis on objectives, organization, methods, materials, and lesson planning for the integration and evaluation of the specialty areas of movement, music, and art. The course will also focus on authentic music from a variety of cultures, appropriate for use in preschool, childhood and middle childhood classrooms. 5 hours of fieldwork required. Carries a supplies fee. 3 credits.

EDU 325 Methods and Materials for Teaching Science and Social Studies

Objectives, organization, methods, and materials for teaching science and social studies are presented for teaching early childhood through middle childhood. Attention is given to communication, assessment, and real-world applications. Separate modules for each subject area are incorporated. The Social Studies module includes study of the history, government, and geography of New York. NYS Common Core Learning Standards used in science and social studies content will be taught. 5 hours of fieldwork required. Carries a fee. 3 credits.

EDU 327 Religious Education and the Role of the Christian Teacher

A study of the goals, objectives, content, methods, and materials in teaching the Christian faith. The responsibilities of a teacher in a Lutheran preschool to grade 9 are studied. 3 credits.

EDU 328 Method and Materials for Teaching Reading/Language Arts I

Emphasis on the reading process and the reading-writing connection, from birth through grade 9. Topics include language development, emergent literacy, phonological awareness, phonics, and fluency. Focus will be given to effective instruction for learners of all abilities. Appropriate lesson planning, differentiated instruction, and teaching in a culturally diverse classroom will be emphasized. NYS Common Core Learning Standards for reading are studied. Carries a fee. 10 hours of fieldwork required. Prerequisite: admission to the Teacher Education Program. 3 credits.

EDU 329 Method and Materials for Teaching Reading/Language Arts II

Emphasis on the reading process and the reading-writing connection, from birth through grade 9. Topics include vocabulary, comprehension, the writing process, reading assessment, data driven instruction, appropriate lesson planning, differentiated instruction, reading and writing disabilities, and reading methods for English Language Learners. NYS Common Core Learning Standards for reading are studied. A designated Writing Across the Curriculum course. 10 hours of fieldwork required. Prerequisite: EDU 328. Carries a fee. 3 credits.

EDU 338 Enhancing Literacy Skills Through Critical Reading and Academic Writing,

This course focuses on the development of effective persuasive and argumentative essays in response to skills expected for the Academic Literacy Skills Test (ALST).The emphasis is on clear, detailed academic writing that employs critical reading and writing skills and strategies. Attention is given to the mechanical aspects of developing clear sentence structures and strong writing style methods vital to a well-organized essay. Extended writing assignments will require critical analysis and interpretation of graphic representations of information on a specific topic. The analysis of complex literary and informational text is an

essential component of the Academic Literacy Skills Test. Students will benefit from developing effective techniques for evaluating the relevance and sufficiency of evidence to support their arguments and specific claims in response to text. 3 credits.

EDU 451 Classroom Management

An overview of the important principles of classroom management. Students will be encouraged to unify their own beliefs about discipline from studying the theories of others to develop a comprehensive approach to classroom management. This is done through presentations of different classroom management methods, small group discussion, and field observations. This course is taken in the semester prior to student teaching by all education students. 5 hours of fieldwork required. 1 credit.

EDU 452 Student Teaching Seminar

Discussion and formal lecture about special topics of concern to teachers: multi-cultural awareness, professional ethics, teacher assessment process, legal issues, school violence prevention, and child safety and welfare. Also, résumé preparation and interview skills. Taken during the student teaching semester. Presentations will be led by faculty or outside speakers. A capstone course. Requirements include the preparation of an edTPA. 2 credits.

EDU 481 Student Teaching

Guided practice in the art of teaching and classroom management. Development and demonstration of competencies required for certification. Carries a fee. Prerequisite: Professional Sequence. Pass/Fail grading. 10 credits.

EDU 501 Introduction to Special Education

This course is an overview of important principles in the education of students with special needs in inclusive and special classroom settings. It presents the historical, philosophical, and legal foundations of special education; introduces formal and informal assessment techniques; presents characteristics of students with special needs; and offers instructional resources to meet the needs of a diverse body of learners within the full range of disabilities and special health-care needs. Exceptionalities studied include all areas identified by national and state mandates. NYS Common Core Standards and edTPA will be discussed. 15 hours of field experience observations in special education and inclusive settings are required (approximately half of the hours in grades 1-3 and half of the hours in grades 4-6). 3 credits.

EDU 502 History and Foundations of Early Childhood Education, Early Intervention and Early Childhood Special Education

This course will be an introduction to the educational policies, programs, practices, and services specific to infants, toddlers, pre-school, and early elementary children (Birth-Grade 2). The course also emphasizes the historical, social, and legal foundations of special education. Students will acquire an understanding of important theoretical and philosophical foundations upon which early childhood education and early childhood special education are based. Natural settings for early childhood development, cultural sensitivity, activity-based interventions, and individualized developmentally appropriate practices will be emphasized. Students will learn how programs differ in providing accessible learning environments, social play experiences, and language-based learning for all young children. Practices will engage students in the highest level of learning in preparation of knowledge, skills, and continued growth in the area of early childhood. The characteristics of learners in special education will be covered. The course will discuss foundations of early education as well as future programs that lead to preparation for employment and independence for individuals with disabilities as adults. Practices for creating a safe and bias-free environment that furthers developmentally appropriate programs for young children will be shared. This course will present culturally relevant, evidence-based practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships. 3 credits

EDU 510 Development Characteristics/ Students with Special Needs

Presenting developmental issues and processes involved with students with special needs. Discussions will include, but not be limited to, the impact of culture, heritage, socioeconomic level, personal health, nutrition, and personal environment. Factors in the school and community will also be discussed. This course will address family factors in the social/emotional, cultural, and physical development of children. Considerations of the emotional, neurological and physically based etiologies as they relate to exceptionality will be included. A case study involving 5 hours of field experience is required for this class. Pre-or co-requisite: EDU 501. 3 credits.

EDU 520 Foundations of Education

The objective of this course is to introduce the student to the basics of education and the teaching profession. Topics will include the nature of schools today, school accountability, school funding, school law, the politics of education, historical landmarks in education and educational research. 10 hours of fieldwork are a requirement for this course. These 10 hours will include experience in childhood school age settings. 3 credits

EDU 521 Observing and Assessing the Young Child with Disabilities

This course will emphasize student understanding of the role of assessment and evaluation in early childhood settings through observing, recording, analyzing, and interpreting the behavior/characteristics and learning of young children. Practices will engage students in the highest level of learning in preparation of knowledge, skills, and continued growth in the area of assessment. Students will study and use a range of assessments including standardized tests, criterion-based tests, and arena/team assessments, as well as behavioral surveys. The effects of testing and use of standardized tests related to students who are diverse, multicultural, multi-lingual, high-risk, gifted/talented or have disabilities will be discussed in classroom groups. Students will learn to apply skills to effectively communicate and interview teachers and parents of young children, including English language learners and students with disabilities. Skills in creating a safe and bias-free testing environment that furthers the best testing practices will be shared. At the completion of the course, teacher candidates will present their written evaluation of a student, based on student observation, parent/teacher interviews, student assessment, and including recommendations for classroom strategies and modifications. This course will include best practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships. 3 credits.

EDU 524 Arts, Play, and the Young Child

This course will emphasize culturally relevant evidence-based approaches to early childhood education emphasizing play and the arts for diverse groups of learners, including English Language Learners. The objectives, organization, methods, and materials for the integration and evaluation of the specialty areas of play, music, movement, and art throughout the curriculum (including Mathematics and Literacy) will be emphasized. The course will also focus on authentic music from a variety of cultures, appropriate for use in a variety of early childhood settings including home, community-based programs, pre-school, and early elementary classrooms. Strategies for including young children with disabilities across settings and activities will be covered throughout the course. Students will learn games, game-songs, dances, and recreational/social songs and rhythms, as well as a variety of art projects encourage participation, social skill development and appropriate behavior. Alignment with NYS Common Core Standards will be reinforced throughout the course. 3 credits.

EDU 525 Methods for Teaching Science and Social Studies

A methods course for future Science and Social Studies teachers at the Elementary level. Consideration will be given to the curriculum with emphasis on planning, organization, teaching methods, approaches, and assessments. General educational principles will be approached jointly, but each curriculum area will be addressed individually. NYS Common Core Standards and NYS Teacher Certification exams will be discussed in this course. Fieldwork required. 3 credits.

EDU 528 Language, Culture, and Literacy

This course will explore the stages of language acquisition and literacy development by native

English speakers and students who are English language learners—and increase proficiency of educators to develop the listening, speaking, reading, and writing skills of all students. The NYS Educating All Students (EAS) exam will be discussed in this course. 15 hours of field experience working with ELL and at-risk learners in language acquisition and literacy development is required (approximately half the hours in grades 1-3 and the other half in grades 4-6). The fieldwork placement needs to be approved by the instructor. Pre- or co-requisite: EDU 501. 3 credits.

EDU 529 Literacy Instruction for Students with Special Needs

Principles, approaches, and strategies rooted in research and used in the diagnosis and remediation of reading disabilities for students in elementary and middle school will be studied. Emphasis will be on the application of remedial strategies and the development of individualized reading programs designed to match student needs. This course references NYS Common Core Learning Standard and National Reading Panel recommendation. 15 hours of fieldwork are required (approximately half the hours in grades 1-3 and the other half in grades 4-6). Pre-requisite: EDU 501 or equivalent. 3 credits.

EDU 530 Literacy Instruction for the Young Child: Multi-Sensory Approaches

This course provides background and strategies for early literacy instruction and includes approaches to working with young children at risk for speech and language-based learning disabilities. The course addresses early literacy components as described by the National Reading Panel. Early literacy intervention and response-to-intervention will be covered. Specifically in this course students will review dyslexia, and will learn interventions for development of phonological and phonemic awareness, explicit and systematic phonics instruction, concept of word and print awareness, remediation of miscues, and early spelling and writing instruction. Instructional considerations for English Language Learners will be covered. Multi-sensory approaches and programs such as Preventing Academic Failure, Orton-Gillingham, Recipe for Reading, use of Decodable texts and Phonics They Use/Words Their Way will be introduced. Alignment of early literacy instruction to the NYS Common Core Standards will be emphasized. 3 credits.

EDU 531 Mathematics Instruction for Students with Special Needs

This course will address curriculum development, instructional planning, and multiple research validated instructional strategies for teaching students within the full range of mathematical abilities. It will increase skill in designing and offering differentiated instruction that provides methods of enrichment and remediation enhancing the learning of all students in mathematics. Technology and manipulative that augment the ability to plan and implement a developmentally appropriate curriculum in mathematics will be introduced. NYS Common Core Learning Standards for Mathematics will be addressed. 15 hours of fieldwork is required (approximately half of the hours in grades 1-3 and the other half in grades 4-6). Pre- or co-requisite: EDU 501. 3 credits.

EDU 538 Enhancing Literacy Skills Through Critical Reading and Academic Writing,

This course focuses on the development of effective persuasive and argumentative essays in response to skills expected for the Academic Literacy Skills Test (ALST).The emphasis is on clear, detailed academic writing that employs critical reading and writing skills and strategies. Attention is given to the mechanical aspects of developing clear sentence structures and strong writing style methods vital to a well-organized essay. Extended writing assignments will require critical analysis and interpretation of graphic representations of information on a specific topic. The analysis of complex literary and informational text is an essential component of the Academic Literacy Skills Test. Students will benefit from developing effective techniques for evaluating the relevance and sufficiency of evidence to support their arguments and specific claims in response to text. Carries a fee. 3 credits.

EDU 541 Classroom Management for Special Education

This course emphasizes the relationship of learning processes, motivation, communication, and classroom management in effective teaching.

Practices will be founded to stimulate and sustain student interest, cooperation, and achievement enabling each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. The nature of students within the full range of disabilities and special health care needs, and the effect of those disabilities and needs on learning and behavior will be considered. Skills in applying understanding to create a safe and nurturing learning environment that furthers the health and learning of all students will be shared. At the completion of the course, teacher candidates will prepare their own classroom management plan that promotes the development of positive social interaction skills-—fostering a sense of community, encouraging mutual respect, and strengthening school/family partnerships. The FBA and BIP processes will be emphasized. 10 field experience hours are required. 2 credits.

EDU 551 Special Education Assessment

Provides opportunities to formally and informally assess, diagnose, and evaluate the needs of students within the full range of disabilities and special health care needs with an emphasis on identifying strengths. It will offer the means of analyzing one's own teaching practice—and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Response To Intervention (RTI) will be taught. References to federal and state statutes and policies, including Response To Intervention, and the IEP development and implementation processes will be included. Pre- or co-requisite: EDU 501. 3 credits.

EDU 552 Differentiated Instruction: Adapting Curriculum and Material

Presenting a variety of curriculum models (including Universal Design for Learning), prototypes, research-validated methods of instruction, and educational principles that promote the development of differentiated curriculum and instruction, prepare students with disabilities and special needs to their highest levels of academic achievement and independence. Skills in identifying and supplementing student strengths will be reinforced. Lessons reinforcing New York State Common Core Learning standards will be developed. 2 credits.

EDU 553 Integrating Assistive Technology in the Classroom

This course will explore uses of technology, including instructional and assistive technology (and augmentative communication devices/strategies), in teaching and learning—and skill in selecting technology and teaching students to use technology to acquire information, communicate, and enhance learning. It also concentrates on how assistive technology can be used in schools to create accessible classrooms that increase the teaching and learning of students with disabilities. Use of the iPad for students with disabilities will be covered. Ten hours of field experience including a visit to a center dedicated to the use of instructional and assistive technology is required (approximately half the hours in grades 1-3 and the other half in grades 4-6). 2 credits.

EDU 554 Inclusion/Collaboration: Working with Communities and Families

This course focuses on the whole child as he/she exists in within a network of family and service providers. It will examine the rights and responsibilities of general and special education teachers and other professional staff, students, parents, community members, school administrators, and others with regard to special education. The importance of productive collaborative relationships and interactions among the school, home, and community for enhancing student learning and supporting the educational vision will be emphasized. Communication skills fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts, will be practiced. A required ten-hour field experience will be structured to establish and/or strengthen community resources for students with special needs and their families. Prerequisite: EDU 501. 2 credits.

EDU 555 Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education

This course provides graduate students with an overview of the characteristics in young children with disabilities and how services under federal

and state regulations/statutes are determined. Family systems, parent/family advocacy, and the influence of cultural perspectives on the education of young children with disabilities will be covered in this course. Best practice models for inclusive classroom (general education settings) learning will be presented in consideration of educating culturally diverse groups of young children and with an emphasis on differentiation in teaching. In this course, the following learning domains will be discussed: cognitive, communication, social/emotional, motor, and daily living and how these may be addressed in an inclusive environment. Models of co-teaching will be covered in the course. Team models and planning for instruction will be discussed. Professional and ethical practices will be covered related to the legal, historical, and social foundations for early childhood special education. Fieldwork observations are required. 3 credits.

EDU 557 Teaching Students with Autism Severe/Profound Disabilities

This course provides graduate students historical, social, and legal foundations and skills for working within a framework of collaborative partnerships for supporting children with autism or severe disabilities across varied classroom settings. The roles of family members and consideration of diversity and multicultural backgrounds in educating children with severe disabilities and autism will be covered. Students will learn characteristics of severe disabilities, autism, and special health care needs. This course will include a discussion of Common Core Standards, methods of planning individualized instruction, instructional strategies that support students with Autism and Severe/Profound Disabilities that prepare these learners to their highest levels of academic achievement and independence. In addition, technology applications for these populations will be discussed and demonstrated. Students will be required to provide proof of current CPR certification as part of this course. 12 field hours required. Prerequisite: EDU 501; with permission of instructor students may take EDU 557 with 501. 3 credits.

EDU 558 Advanced Study in Language Arts Instruction with Practicum

This course provides advanced study in English Language Arts instruction that aligns closely with NYS Common Core Standards. In this course, students will learn how to administer and analyze standardized literacy and writing tests and integrate the information with informal test results to develop a literacy intervention plan for children with disabilities. Narrative and expository writing instruction will be emphasized. Instructional techniques specific to the learning needs of students with disabilities and English Language Learners will be emphasized. This course includes a 25-hour practicum with children who have identified disabilities. Prerequisite: EDU 294 or 501, EDU 328, or EDU 528, and EDU 529. This course requires approval of the Program Director. 3 credits.

EDU 559 Writing Development in the Young Child

This course provides advanced study in English Language Arts instruction that aligns closely with New York State Common Core Standards. In this course, students will learn how to administer and analyze standardized literacy and writing tests and integrate the information with informal test results to develop a literacy intervention plan for young children with reading disabilities. Narrative and expository writing instruction will be emphasized. In addition, handwriting assessment and instruction will be covered in the course. Instructional techniques specific to the learning needs of students with disabilities and English Language Learners will be emphasized. Technology applications for teaching writing will be covered. This course includes a 25 hour practicum with children who have identified reading difficulties or disabilities. 3 credits.

EDU 600 Research Seminar

This capstone course will provide the means to update knowledge and skills in the field of childhood special education and interpret research. Teacher candidates will conduct independent research in the form of a qualitative case study. They will be expected to identify an issue/problem prevalent in their own or another teacher's classroom. They will state the issue/problem in the form of a research question, search and synthesize the prevailing current literature relative to the question, prepare methodology for qualitative research, report the findings, and relate implications for practice while identifying future related research topics. If

warranted they will submit their research proposals for approval to members of the College's Institutional Review Board. A final presentation will be made to the department, College, and peers. They will also refine and submit their work for possible publication. This is a Writing Across the Curriculum course. Prerequisite: completion of all coursework. 3 credits.

EDU 601 Current Issues/Trends in Special Education

Provides an increased awareness of resources that allows professionals to remain abreast of current research in the field of special education. In addition to research in special education law, assessment, and pedagogy, such topics as identifying and reporting child abuse, methods in the prevention of drug and alcohol abuse, and issues in increasing personal safety will be explored. Contemporary issues will be presented in a balanced approach that links focusing on individual needs as well as mandates for standardized approaches. Pre- or co-requisite: EDU 501. 3 credits.

EDU 682 Student Teaching: Special Education

The course will directly link theory with practice in a concentrated fieldwork setting. The student teaching experience requires a minimum of 30 school days or 180 hours. Settings may include an inclusive classroom, a specialized setting such as a resource room, self-contained classroom, a specialized school or public school self-contained classroom focusing on a special need. Weekly seminars will be held for reflection, feedback, and planning. Lesson plans will reflect Common Core State Standards, academic language, and evidence-based culturally responsive instructional practices. In this course, students will be observed a minimum of five times. Students will prepare for the edTPA. For students not employed as a teacher, EDU 682 may be held in the context of the school year. For students currently employed in a school, EDU 682 may be a supervised practicum. Students must demonstrate that they have passed the ALST prior to enrolling in this course. This course carries a fee of $750. 3 credits.

EDU 683 Student Teaching: General/ Special Education (Grades 1–6)

The course will directly link theory with practice in a concentrated fieldwork setting. Two distinct yet related experiences with a minimum of 30 school days or 180 hours each will be provided: one in a general education classroom or inclusive classroom under the supervision of a general education teacher and one in a specialized school, public school self-contained classroom, inclusive classroom or resource room under the supervision of a special education teacher. Lesson plans will reflect Common Core State Standards, academic language, and evidence-based culturally responsive instructional practices. In this course, students will be observed a minimum of five times. Students will prepare for the edTPA. For students not employed as a teacher, EDU 683 may be held in the context of the school year. New York State Child Abuse and School Violence Seminars must be completed prior to or during this course. Weekly seminars will be held for reflection, feedback, and planning. Students must demonstrate that they have passed the ALST prior to enrolling in this course. This course carries a fee of $750. 6 credits.

EDU 684 Student Teaching: General/ Special Education (B–Grade 2).

The course will directly link theory with practice in a concentrated fieldwork setting. Two distinct yet related experiences with a minimum of 30 school days or 180 hours each will be provided: one in a general education or inclusive program under the supervision of a general education teacher and one in an early intervention program, specialized school, public school self-contained classroom, inclusive classroom or resource room under the supervision of a special education teacher. Lesson plans will reflect Common Core State Standards, academic language, and evidence-based culturally responsive instructional practices. In this course, students will be observed a minimum of five times. Students will prepare for the edTPA. For students not employed as a teacher, EDU 683 may be held in the context of the school year. New York State Child Abuse and School Violence Seminars must be completed prior to or during this course. Weekly seminars will be held for reflection, feedback, and planning. Students must demonstrate that they have passed the ALST prior to enrolling in this course. This course carries a fee of $750. 6 credits.

EDU XXX Enhancing Literacy Skills through Critical Reading and Academic Writing 3 credits.

VESI COURSES (EDU)

EDU 2901 Attention Deficit Disorder

This is an interactive course designed to help the learner better understand ADD and the intervention strategies to facilitate positive student change. It provides information on the history of the disorder, accepted methods to assess and identify students with the disorder, and various treatment methods that are currently being used. It walks the learner through the referral process when a student is beyond the capabilities of the classroom teacher to handle. Carries a fee. 2 credits

EDU 2902 Autism and Asperger's Disorders

This is an interactive course designed to help the learner achieve a better understanding of Autism and Asperger's Disorder, intervention strategies to enhance communication and learning, and methods for teaching more conventional behaviors. It provides information on the characteristics of the disorders, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful. It reviews the Autism Spectrum Disorders and offers referral information. Carries a fee. (Also listed as SWK 2902.) 2 credits.

EDU 2903 Behavior is Language

This is an interactive course designed to give the learner a new perspective on student behavior and effective tools for facilitating positive student change. It provides a developmental framework for understanding what students are trying to tell you through the "language" of their behavior. This course teaches techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing class control, and reduces workloads and burnout. Carries a fee. 3 credits.

EDU 2904 Child Abuse

This interactive course is designed to help the learner identify and effectively teach students affected by child abuse and/or neglect. It describes the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect. It also discusses the specific factors that exist in families who abuse. Carries a fee. (Also listed as SWK 2904.) 2 credits.

EDU 2905 Drugs and Alcohol in Schools

This is an interactive course designed to give the learner a comprehensive understanding of alcohol, drugs, and their influences in the teacher's classroom. It provides a contextual framework for understanding what students may be experiencing through their own substance use or the impact of substance use around them. It provides a basic historical perspective of substance use along with descriptions of biological, psychological, and social factors that comprise the disease of addiction. Carries a fee. (Also listed as SWK 2905.) 2 credits.

EDU 2908 Working with Students with Special Needs—General Education

This interactive course is designed to help the learner gain a better understanding of inclusion, one of the current educational reform movements that advocates for educating students with disabilities in the general education population. Carries a fee. 2 credits.

EDU 2909 Learning Disabilities

This is an interactive course which provides an introduction to the field of Learning Disabilities for special education teachers, general classroom teachers, integration teachers, and related professionals, especially those working in the areas of language, psychology, and counseling. It will cover the diverse theoretical approaches, lay the foundations for sensitive and appropriate assessment and evaluation of students, provide directions for program planning and implementation, indicate the importance of the need for a close, positive partnership with parents (or caregivers), and consider ways for ensuring that the home-school axis is effective and meaningful. Carries a fee. 3 credits.

EDU 2911 Talented and Gifted

This is an interactive course designed to help the learner achieve a better understanding of the talented and gifted student, methods used in identification, and strategies for instruction of these students in an inclusive classroom. It provides information on the history of the exceptional in relation to education, current law and the accepted methods for referral, assessment, and identification of these students. Carries a fee. 2 credits.

EDU 2912 Traumatized Children

This is an interactive course, designed to help the learner identify and effectively teach students in the classroom affected by stress, trauma, and/or violence. It helps the learner recognize the signs of stress, trauma, and violence. It also discusses the specific factors that exist in families and communities where stress and violence are common, with a major emphasis on understanding the special learning needs of these students. Carries a fee. 2 credits.

EDU 2913 Violence in Schools

This is an interactive course designed to give the learner a better understanding of school violence and increase intervention strategies. It provides a foundational understanding of violence and the motivational purposes behind aggression. It teaches identification and intervention approaches for working with out-of-control behaviors. It offers specific strategies to minimize the occurrence of violence in the school and community. Carries a fee. (Also listed as SWK 2913.) 2 credits.

EDU 2914 Understanding Aggression

This is an interactive course about violence in America, about the aggression in schools, classrooms, streets, and homes. It speaks of hate, fights, anger, crimes committed, victims in our schools and society, and the impact these have on our teaching in the classroom and care in the community. The goal of this course is to help the learner better understand how aggression affects our lives and the lives of our children to become more skillful in efforts to prevent it in the classroom and community. Carries a fee. (Also listed as SWK 2914.) 3 credits.

EDU 2915 Reading Fundamentals I

This interactive course, the first in a three-course series on effective reading instruction, was designed to give background on Reading First as it applies to the No Child Left Behind Federal legislation. This course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation. The course explores myths and misconceptions concerning reading, instruction, and remediation. It also presents an evaluation checklist designed to assess the effectiveness of your current reading program. The goal of the course is to present the student with research, trustworthy evidence, and background information that support the need for a reading program based on scientific research and proven methods. Carries a fee. 2 credits.

EDU 2916 Reading Fundamentals II

This interactive course, the second course in a three-course series, lays the foundation for effective reading instruction. As part of this course, the student will learn about the elements of effective instruction. Students will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading. Carries a fee. 2 credits.

EDU 2917 Reading Fundamentals III

This interactive course, the third in a three-course series, will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Information on teacher preparation and learning about comprehension strategy instruction and reading instruction, as well as how to integrate computer technology into the classroom is discussed. Additionally, the course will provide information on important assessment terms and definitions and will explore how reading assessment fits within the Reading First Program. This analysis includes specific recommendations on 29 reading assessments. Final-

ly, the course describes how teachers can conduct pivotal curriculum-based measurement procedures in their classrooms. Carries a fee. 3 credits.

EDU 2918 Advanced Classroom Management

This is an interactive course geared primarily for professionals serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive behavioral interventions (often bundled under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior. Prerequisite: Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that the student take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this advanced course. Carries a fee. 2 credits.

EDU 2919 Infant and Toddler Mental Health

This is an interactive course designed to help the student achieve a better understanding of infant and toddler mental health, child development, and strategies the student can use to promote positive relationships with children and their families. This course provides information that will help the student understand and identify their role as a child care provider, educator, and early childhood professional and will provide the student with research-based information on child development, attachment, temperament, and curriculum. This course also lists resources for both teachers and parents who would like more help or information about infant and toddler mental health. Carries a fee. 2 credits.

EDU 2920 Educational Assessment

This interactive course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. The course will outline procedures for designing or selecting, administering and interpreting, a variety of informal assessment measures typically used in schools. The use of a range of informal assessment measures in the academic and social skills areas will form the core of the content to be covered. The presentation of assessment information in an acceptable format to parents and teachers will also be addressed. Carries a fee. 2 credits.

EDU 2921 Teaching Diversity

This is an interactive course designed to give the student the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course will help the student understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course will be on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Carries a fee. 2 credits.

EDU 2922 Harassment, Bullying & Cyber-Intimidation in Schools

This is an interactive course designed to give the student the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course will help the student understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course will be on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Carries a fee. 2 credits.

EDU 2924 Why DI?: An Introduction to Differentiated Instruction

This course will provide students an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. Students will learn what is meant by Differentiated Instruction and the common myths associated with creating the differentiated classroom. 3 credits.

EDU 2925 Reading & Writing in Content Area

This course offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write. 2 credits.

EDU 2926 Try DI?: Planning & Preparing a Differentiated Instruction Program

This is an interactive course designed to provide students with strategies and methods associated with a Differentiated Instruction (DI) approach. The materials will describe the distinctive elements of a classroom where DI is practiced, introduce a self-assessment tool used to reflect on current practice in comparison with elements of the DI approach, examine several methods for gathering information about student-specific readiness, articulate some of the challenges when differentiating based on student readiness, and outline a variety of teaching decisions that could be made in response to observations of students struggling to maintain progress. 2 credits.

EDU 2927 Understanding Common Core Standard

This course, Understanding & Implementing Common Core Standards, has been divided into four chapters. The organization of the course covers the rationale for and design of the Common Core State Standards, the "Common Core Mindset" practitioners need for successful implementation, and what specific actions can be taken for deeper implementation across settings. 3 credits.

ENGLISH (ENG)

ENG 101 Freshman Composition

A study of good writing in essay form, practice in writing the essay in its traditional basic forms, practice in techniques of library research, and study of manuscript style. Required of all students; not applicable for meeting the requirements of the English program. A designated writing process course and prerequisite to all designated writing process courses. Prerequisite: satisfactory score on the English proficiency examination. 3 credits.

ENG 102 Introduction to Literature

A study of form and meaning in poetry, drama, and fiction. Practice in effective writing, using the experience of literature as the source of subject matter. Prerequisite: minimum grade of C in ENG 101. A designated writing process course. 3 credits.

ENG 201 British Literature I: From the Anglo-Saxons through the Restoration to the Augustans

Readings in British poetry and prose. Prerequisite: ENG 102/minimum grade of C in COM 101. 3 credits.

ENG 202 British Literature II: From the Augustans through the Victorians

Readings in British poetry and prose. Prerequisite: ENG 102/minimum grade of C in COM 101. 3 credits.

ENG 203 British Literature III: The 20th Century

Readings in British poetry and prose. Prerequisite: ENG 102/minimum grade of C in COM 101. 3 credits.

ENG 211 Introduction to Fiction

An introduction to the genre of fiction through a study of classic and contemporary world masterpieces. This course focuses on the elements of the novel, the novella, and the short story as well as the aesthetic and intellectual qualities of the individual texts. This is a designated writing process course. Prerequisite: minimum grade of C in COM 101; 3 credits.

ENG 212 Introduction to Drama

An introduction to the genre of drama, specifically the elements and structure of theatre (character, plot, dialogue, setting) and theatrical practices (theatre architecture, audience) via in-depth

study, workshop performance, and experience of selected plays, ranging from the ancient to the contemporary worlds. Prerequisite: minimum grade of C in COM 100. 3 credits.

ENG 213 Introduction to Poetry

An introduction to the genre and writers of poetry; specifically, a study of the elements and structure of formal, blank, and free verse via workshop performance, analysis, explication of selected poems and readings, and discussion about important writers of poetry ranging from the ancient to the contemporary. This is a designated writing process course and information competency course. Prerequisite: minimum grade of C in COM 101. 3 credits

ENG 221 American Literature I: Beginnings and Revolution

Through a survey of literary documents, this course explores the multicultural origins of America and the establishment of an American identity. Texts included range from the earliest literatures of discovery and exploration, through the prose and poetry of the Revolution, and on to the initial efforts to articulate a distinctively American literature and culture. Prerequisite: ENG 102/ minimum grade of C in COM 101/permission of instructor. 3 credits.

ENG 222 American Literature II: The New World Romantics to Dawning Realism

A sampling of the legacy of the 19th century, such as Transcendentalists—Emerson, Thoreau, Whitman; Originals—Hawthorne, Poe, Melville, Dickinson; Satirists—Twain, Douglass; Realists—Howells, James, Crane, Norris; encompassing art, craft, philosophy, and influence on contemporaries and the present. Prerequisite: ENG 102/ minimum grade of C in COM 101. 3 credits.

ENG 223 American Literature III: The 20th Century

A study of major writers of that century, from Henry James to the present; extensive readings in poetry, essay, drama, fiction. Prerequisite: ENG 102/minimum grade of C in COM 101. 3 credits.

ENG 231 Film & Narrative

This course explores film as a medium for the transmission of narrative, focused especially on fictional storytelling. It relies for its critical lens the formal affordances of cinema, including narrativity, mise-en-scène, cinematography, acting, editing, and sound. The course also considers the ways in which genre and material contexts contribute to meaning-making, as well as the way that film theory can help viewers unpack a film's aesthetic, thematic, and ethical qualities. Finally, as a way of understanding the specific affordances of film as a medium, this course considers literary adaptation as a particularly fertile site for cinematic analysis. Prerequisite: COM 100 and COM 101, or instructor permission. 3 credits.

ENG 232 Hollywood Cinema

Hollywood Cinema examines the development of American cinema, with attention to formal and technological evolution (including the introduction of sound and color), historical progression (from silent film through the studio era, New Hollywood, the rise of the blockbuster, and the boom in digital filmmaking), and pervasive themes and cultures. Prerequisite: C or better in COM 101 or permission of instructor. 3 credits.

ENG 233 Film Genre

Examines a particular film genre in depth, exploring its historical development, American and international instantiations, and the sociopolitical and aesthetic contexts that define it. Students will deepen their understanding of the breadth and depth of the genre, make historical connections between films across cultures, and explore relationships between the genre and the historical, social, cultural, aesthetic, and material contexts in which the films are produced. Prerequisite: C or better in COM 101 or permission of instructor. 3 credits.

ENG 241 World Literature

An exploration of some of the most influential works of literature, excluding British and American literature; readings in a variety of genres and literary movements. Carries a fee. Prerequisite: ENG 102/minimum grade of C in COM 101. 3 credits.

ENG 260 Literary Topics

These courses engage students in exploration of the breadth and variety of literary works related to a particular topic or theme. Readings include a variety of literary works as well as historical, popular and cultural texts. Course activities include investigation of literary history, literary movements, and genres representative of the selected topic or theme, as well as appreciation for an interdisciplinary approach to experiencing the literary arts. Representative courses in this category include, but are not limited to: Literature and the Adolescent Experience; Women in Literature; African-American Literature and Culture; and Film and Narrative. Prerequisite: C or better in COM 101 or permission of instructor. 3 credits.

ENG 301 The American Novel: From Cooper to Bellow

Focusing on the development of the American novel, this course begins with British influences and then proceeds to the end of the 20th century. The course focuses on notable works in the development of what is called "the American novel", including authors such as Cooper, Stowe, Hawthorne, Melville, Twain, Howells, James, Dreiser, Lewis, Wharton, Fitzgerald, Hemingway, Faulkner, Ellison, Bellow, Nabokov, Pynchon, Morrison, De Lillo, and Wallace. Prerequisite: ENG 214 or ENG 215 or permission of instructor. Carries a course fee. 3 credits.

ENG 302 The European Novel: From Cervantes to Tolstoy

The development of the European novel into a dominant literary genre; the techniques of the novelist; the novel as a work of art; the novel as a reflection of societal philosophy, morals, and mores; the novel and its readers. Prerequisite: ENG 102/minimum grade of C in COM 101. Carries a course fee. 3 credits.

ENG 303 The English Novel: From Austen to Forster

Focusing on the development of the English novel, the course begins with early influences and then proceeds to treat a notable work of each of the following as significant in the development of what is called "the English novel": Austen, Dickens, Thackeray, Eliot, C. Bronte, Meredith, Hardy, Conrad, Lawrence, Woolf, Joyce, and Forster. Prerequisite: ENG 202 or ENG 203 or permission of instructor. Carries a course fee. 3 credits.

ENG 305 Contemporary Novel

"Contemporary" means belonging to the same time, age, or period; this course focuses on novels written during the last two decades or, approximately, during the students' lifetime, exploring how these novels represent, metaphorically, our contemporary world. The course considers the ways these novels engage with contemporary culture, how they represent (or sometimes make) history, and to what extent they reinforce or alter reader expectations of the novel as a genre. Prerequisite: minimum grade of C in COM 101, or permission of instructor. Carries a course fee. 3 credits.

ENG 330 Topics in Literary Arts

Provides extensive, detailed study of a particular topic. Readings include a variety of literary works as well as historical, popular, and cultural texts that allow for an in-depth study of a focused theme, literary movement, or human experience. Course activities focus on comprehension of literary history and genres, as well as appreciation for an interdisciplinary approach to experiencing the literary arts. Representative courses in this category include, but are not limited to, Literature and the Adolescent Experience, Women in Literature, African-American Literature and Culture, Origins of Drama, Modern Drama, Theology and Modern Literature, Satire, the Romantics, The Victorian Era, World Masterpieces in Translation, the 20th Century in Film and Literature, Studies in Irish Literature. Prerequisite: COM 200 or permission of the instructor. Carries a fee where applicable. 3 credits.

ENG 341 Advanced Writing

Effective writing for professions and business: characteristics of good writing, audience analysis, the writing situation, start-up strategies, achieving clarity, revising. Emphases: research, proposals, nontechnical reports, abstracts, papers for oral presentation. Prerequisites: ENG 101/COM 100 and 101, both with grades of C or better, and keyboard competency. 3 credits.

ENG 342 Creative Writing

This course enables students to hone their writing skills and explore language and craft in fiction, non-fiction, and poetry. Students will peer-critique and revise work in a workshop format as well as analyze masters of the genre. The content of this course varies from offering to offering; consequently, students may take Creative Writing multiple times for credit. Prerequisite: ENG 102/ minimum grade of C in COM 101, or permission of instructor. 3 credits.

ENG 345 Journalism: Writing News, Reviews, Features

Course covers aspects of journalism: news-gathering, news writing style, feature writing style, writing of arts and leisure reviews, sports writing, proofreading, and editing. Intended as an introduction to the field. Also listed as BUS 345. Prerequisites: ENG 102/minimum grade of C in COM 101 and one literature course. 3 credits.

ENG 346 Writing for the World Wide Web

This course explores the rhetorical practices of writing and publishing for the World Wide Web. Students will participate in electronic discourse communities and create their own web pages. Emphasis will be on the conventions of Web design as well as elements of standard English usage and style. Also listed as BUS 346. Prerequisite: ENG 341 or ENG 342 or ENG 345 or BUS 231 or permission of instructor. 3 credits.

ENG 360 Literary Figures

This course enables students to focus on a particular author, studying his/her work in depth and in context. As well as considering the range of the author's works, students also investigate the literary, cultural, and historical background against which and for which the author was writing. Prerequisite: COM 200 or permission of instructor. Carries a fee where applicable. 3 credits.

ENG 381 Critics, Criteria, and Criticism

Literary and textual theory and criteria for judgment and appreciation proposed in writings of major critics from Aristotle to the present. Practice in applying critical theories to selected examples from at least two of the major literary genres. A capstone course for the English Area of Study. Prerequisites: Junior standing; COM 200; and two ENG survey courses. A designated writing process course and information fluency course. 3 credits.

ENG 400 Senior Seminar

Senior seminars focusing on major figures, genre, period, or theme may be taken as an extension of any topics or 300-level course. Contact the program advisor for approval. A capstone course for the English Program. Prerequisites: Junior standing and permission of instructor. 3 credits.

ENGLISH LANGUAGE (ENL)

ENL 090 Advanced Grammar Topics

Designed for advanced-level students whose first language is not English. The focus is on practice in using advanced grammar topics required for college or university work, and on using grammar as a tool of communication in writing, speaking, and reading. Prerequisite: advanced level proficiency, as determined by the ELCB. Students must earn a C or higher to pass. Transcript (non-degree) credit only. 3 credits.

ENL 107 Readings Across the Disciplines

Designed for advanced-level students whose first language is not English. The focus is on authentic source readings in academic areas such as the social sciences, business, science, literature, and religion. Prerequisite: advanced level proficiency, as determined by the ELCB. Students must earn a C or higher to pass. 3 credits.

ENL 108 Writing in Context

Designed for advanced-level students whose first language is not English. The focus is on practice in writing skills required for college or university work, improving grammatical accuracy, and developing essays in a variety of rhetorical styles. A process approach is emphasized. Prerequisite: advanced level proficiency in written English, as determined by the ELCB. Students must earn a C or higher to pass. 3 credits.

EXPERIENTIAL LEARNING (EXL)

EXL 1XX-3XX Experiential Learning

Supervised engagement in an activity or series of activities which is designed to integrate formal learning and personal experience through a cycle of knowledge/preparation, activity/ experience, and reflection/review. Activities may include independent research, problem-solving, project work, fieldwork, community placement, social justice, focused travel, service learning, and leadership training. Themes may include leadership, personal development, societal improvement, and/or community development. Descriptions for specific EXL opportunities for credit offered in a given semester are provided in each EXL syllabus. Representative opportunities in Experiential Learning include, but are not limited to: Musical Production, Broadway & Beyond, Home of the Homeless, Museum Immersion, Introduction to Play Directing, The Art of Debate, New York Writers, Images of Gotham on Screen, Central Park Perks, Melting Pot of the World, and Law and Order. Prerequisite: completion of FYS 100, First-Year Seminar, or permission of instructor. 1-3 credits.

FIRST YEAR (FYS)

FYS 100 First Year Seminar

First-Year Seminar has been developed to affirm the basic choice students have made to attend a Christian college that emphasizes a liberal arts education. By addressing a range of topics and issues from a thematic perspective, the course intends to identify and explore choices students will be confronted with during their college years. This course addresses the college experience from a variety of vantage points, including: tools and strategies for academic and personal success; themes, varying perspectives, resources and voices; the impact of choices for academic and personal development; and the development and significance of community. 3 credits.

FYS 101 First-Year Seminar (Transfer Students Only)

This is a course for transfer students. It will provide the foundations for the religion sequence and may be taken concurrently with THE 101. 1 credit.

GEOGRAPHY (GEO)

GEO 101 World Geography

A survey of geography with an emphasis on human geography. While the course provides an overview of physical geography (climate, landforms, natural resources, etc.), it concentrates on the variety of human interactions (political, economic, cultural, etc.) with geographic conditions. The course also emphasizes geographic literacy, the ability to read and interpret maps. 3 credits.

GERMAN (GER)

GER 101 & 102 German I & II

An introduction to spoken and written German, stressing pronunciation, comprehension, speaking, reading, and writing. Methods provide acquaintance with German culture. Prerequisite for GER 102: minimum grade of C in GER 101. 3 credits each.

GER 201 & 202 Intermediate German I & II

A review of German grammar and a study of German culture from its beginning to present time and work in the language laboratory to develop the student's audio-lingual skills. GER 201 presents a review of grammar and discusses the following periods: early German culture, Medieval period, Age of Humanism, Reformation and Counter-Reformation, Baroque period, and the Age of Frederick the Great. GER 202 completes a grammar and vocabulary review and discusses the following periods: Napoleon, Restoration, Bismarck, the Kaiser, Weimar Republic, the Third Reich, and modern Germany. Prerequisite: GER 101 and 102 or equivalent. Prerequisite for GER 202: GER 201. 3 credits each.

GER 301& 302 German Conversation and Composition I & II

An intensive course in speaking and writing German. Discussion of current topics and informal conversations in German with use of periodicals and texts. Prerequisites: GER 201 and 202 or equivalent. Prerequisite for GER 302: GER 301. 3 credits each.

GREEK (GRK)

GRK 202 Greek I

An introductory course covering basic vocabulary, forms, and sentence structure and stressing the student's ability to convey accurately the meaning of simple Greek prose in correct, idiomatic English. 3 credits.

GRK 203 Greek II

Continued development of vocabulary, translation ability, and familiarity of forms and sentence structure. Prerequisite: GRK 202. 3 credits.

GRK 311 Greek Readings I

Reading and translation of progressively difficult portions of ancient Greek literature. Continued development of translation skills through vocabulary and grammatical and syntactical analysis. Prerequisite: GRK 203. 3 credits.

GRK 312 Greek Readings II

Continued reading and translation of progressively difficult portions of ancient Greek. Continued development of translation skills through vocabulary and grammatical and syntactical analysis. Prerequisite: GRK 311. 2 credits.

GRK 410 Biblical Languages Capstone

Students will select, prepare, and defend a written translation of an extensive passage from the Greek New Testament on the basis of vocabulary, morphology, syntax, and textual criticism. A designated Writing Across the Curriculum course. A capstone course. Pre- or co-requisite: GRK 313. 3 credits.

HEALTH STUDIES (HEA)

HEA 234 Health Care Management

This course provides students with an overview of the issues, practices, and responsibilities involved in health care management and administration. Students will review the evolution of health care and health care systems in the United States. Concepts of management and leadership in health care administration will be investigated. 3 credits.

HEA 355 Health Care Financing

Explores concepts critical to the financial management of health care delivery organizations in the United States. Students will explore fundamentals of financial accounting systems, evaluate health care systems' financial status, assess financial statements, understand cash management, analyze credit status, capital structure and budgeting, funds management, and financial control systems. (Also listed as BUS 355.) 3 credits.

HEA 361 Field Work in Health Studies

Focuses on the integration and application of theory, self-awareness, research, and critical thinking skills in a mentored field experience. Students will have the opportunity to synthesize the roles and functions of the professional in health-related fields of practice. Professional faculty mentors will guide the student through this 12-week immersion experience. Prerequisite: HEA 234. 3 credits.

HEA 381 Legal and Ethical Aspects of Health Care

This course will focus on how the planning and delivery of health care is strongly affected by legal and ethical issues of professional roles and care delivery in various settings. Legal and ethical principles will be applied to various health care scenarios and case studies to illustrate their effect on health care practice and delivery. Prerequisite: SOC 151. 3 credits.

HEA 382 Improving Health Care Quality and Safety

This course will focus on the concept of quality improvement across the health care continuum. The main emphasis will be on the history and

evolution of quality, its terms, principles, theories, and practices as well as the role and importance of the regulatory agencies responsible for quality oversight. Prerequisite: MAT 121, SOC 151, SWK 110. 3 credits.

HEA 383 Health Care Policy, Politics, and Advocacy

This course will focus on health care policy at the local, regional, national, and international levels and the implications of such policy on health care services. The implications of health policy principles and decisions will be explored along with the resulting impact of health care services. Prerequisite: SOC 151. 3 credits.

HEA 441 Senior Capstone: Health Studies

Focuses on the development of professional management and leadership skills. Theories of leadership, management, change, and delegation will be reviewed and applied to health systems. Students will explore the influence of culture, gender, age, and other variables on management and leadership styles as well as the student themselves. Emphasis will be placed on concepts of collaboration, the interdisciplinary nature of the health care team and program management. Prerequisite: HEA 361. 3 credits.

HEBREW (HEB)

HEB 305 Biblical Hebrew I

An introduction to Hebrew morphology, syntax, and vocabulary. Reading of simple Old Testament prose. 5 credits.

HEB 306 Biblical Hebrew II

The completion of basic Hebrew grammar followed by an introduction to the Hebrew Bible, including the critical apparatus of the Biblia Hebraica Stuttgartensia. Reading select narrative and poetic Hebrew texts of the Old Testament to build translation skills and acquire new vocabulary. Prerequisite: HEB 305. 4 credits.

HISTORY (HIS)

HIS 100 Global History

This course provides an overview of world history, with an emphasis on increasing connections of travel and trade that brought about our globalized world. Themes of human cooperation, competition, and conflict will be explored throughout the course.3 credits.

HIS 201 Western Civilization I

A survey of the major developments in Western history through the 16th century. Emphasis on historical method and perspective; the evolution of social, political, economic, and religious organizations; and the intellectual activities which contributed to and shaped early Western society. 3 credits.

HIS 202 Western Civilization II

A survey of Western history during the modern era, beginning with the 16th century. Emphasis on social, political, economic, and religious factors which affected the development of Western society. Consideration of the role of the West in contemporary world affairs. 3 credits.

HIS 215 Survey of American History Through the Civil War

A study of the making and breaking of a nation. Topics include: the Age of Exploration, the Colonies and the Revolution, the Constitution and the Early Republic, the War of 1812, the Monroe Doctrine, Jacksonian America, the beginnings of sectionalism, the slavery controversy, and the Civil War. 3 credits.

HIS 216 Survey of American History Since the Civil War

A study of the expansion of American society and government since the Civil War. Topics include: Reconstruction, the Gilded Age, the Progressive Era, the World Wars and the interwar period, the Cold War, Vietnam, and the movements for civil rights and women's rights. A designated WAC (Writing Across the Curriculum) course. 3 credits.

HIS 314 The Civil Rights Movement

An in-depth look at one of the most dramatic and influential social movements in American history. The course begins with a brief overview of American race relations and ends with a discussion of contemporary racial issues. However, the bulk of the course concentrates on racial developments from the 1940s to the 1970s. A designated information competency course. (Also listed as SOC 314.) 3 credits.

HIS 317 American Presidency

3 credits.

HIS 325 The Era of the Reformation

The political, social, and religious factors contributing to the beginning of the Reformation; Luther's confrontation with the Papacy; the growth of Calvinism; the Counter-Reformation; the wars of religion; the political, social, economic, and religious consequences of the Reformation. (Also listed as THE 325.) 3 credits.

HIS 327 Victorian Britain

An overview of political, cultural, social, and economic developments in the British Isles since the late 17th century. Topics to be addressed include the union of England and Scotland, industrialization, the British Empire, the welfare state, and Britain's relationship with Europe. 3 credits.

HIS 342 Soviet Russia

This course is a study in modern Russian and Soviet history. The course begins with a look at the late tsarist period, from the emancipation of the serfs to the Revolution of 1917. The Soviet Era, from 1917-1991, is the primary focus of the course. The course concludes with an examination of the opportunities and challenges faced by post-Soviet society. Prerequisite: HIS 202 or permission of the instructor. (Also listed as INS 342.) 3 credits.

HIS 343 Modern Germany

An overview of Germany's political, cultural, social, and economic development since the 19th century. Topics to be addressed include German unification, the World Wars, interwar political upheaval, the Holocaust, migration, and Germany's role in European integration. 3 credits.

HIS 351 American Religious History

An exploration of American religious history from the colonial era through the present, with an examination of how religion has interacted with American politics, culture, and society. While the course will give attention to America's historic Protestant majority, attention will also be given to America's tremendous religious diversity. 3 credits.

HIS 355 The Crusades: Christendom, the Holy Land, and Islam

A contextual survey of the crusades from the 11th until the 16th century and synthetic exploration of religious and cultural convergences and conflicts between Christians and Muslims. The course also focuses on concepts of just war and peace in conversation with medieval Muslim, Byzantine, and Western Christian theology and thought. 3 credits.

HIS 362 Latin American History

This course provides an overview of Latin American history as well as a concentrated look at some of the major countries in Latin America. The course includes a brief examination of the colonial period, but concentrates on Latin America in the modern period, from independence to present. While Latin America was guided by the idea of progress in the 19th century, revolution and counter-revolution became concerns in the 20th century. This course considers themes of progress and revolution in modern Latin American history. (Also listed as INS 362.) 3 credits.

HIS 364 The Modern Middle East

This course examines the geography, history, and political landscape of the modern Middle East. The course explores the events, individuals, and ideologies of the region from the era of Ottoman imperialism through the periods of European colonization and Arab nationalism. The course concludes by analyzing recent events and ideologies (e.g., Islamism and modernism) that have contributed and continue to influence the geopolitical climate of the Middle East. 3 credits.

HIS 366 Modern Africa

An overview of political, cultural, social, and economic developments in Africa since the 18th century. Topics to be addressed include the slave trade, imperialism and colonialism, nationalist movements, and the postcolonial order. 3 credits.

HIS 367 Modern Asia

An overview of political, cultural, social, and economic developments in South and East Asia, with a focus on the period since the 16th century. Examining the areas of India, China, Korea, and Japan, this course will consider topics such as empire-building, shifting connections within the world market, responses to Western influences, and the development of national identities. 3 credits.

HIS 381 Historiography

An examination of the "history of history". This course will begin by examining the development of the historical discipline. Then the bulk of the course will highlight issues and controversies in history, examining and evaluating different interpretations of the same event. Prerequisite: Junior or Senior standing in the Social Sciences Program or by permission of the instructor. Prerequisite: COM 101. 3 credits.

HIS 441 Seminar in History

This course explores the nature and the practice of history. It allows students to gain critical experiences in both the research and the writing of history. Students will be able to delve into an historical topic of their choice, utilizing the "building blocks" of history: sources, method, and interpretation. This capstone course provides the opportunity for students to develop their knowledge and skills of historical scholarship. Prerequisites: HIS 3xx Historiography. 3 credits.

HONORS (HON)

HON 260 Fellows Seminars

Part of the Fellows Program, these courses focus on a different theme each semester and are interdisciplinary in nature. Recent topics: Healing in the 21st Century, Notable Speeches, The Meaning of Meaning, Literature into Film, From Blank Page to Stage, Neioituonah (Indian Issues), Language and Linguistics. Prerequisite: Fellows Program member or permission of instructor. 1 credit.

HON 290 Fellows Projects

Part of the Fellows Program, these are extensions of courses in the honors student's program and may consist of independent studies and/or academic internships in accordance with procedures established by the Fellows Committee. May be taken on a Pass/Fail basis. 1-3 credits.

HUMANITIES (HUM)

HUM 100 Living with the Arts

Explores the relevance of the arts to life, through disciplines such as painting, sculpture, architecture, music, literature, dance, film, and theater. Through an aesthetic method, students develop an understanding of the fundamental artistic principles and appreciation of how the arts engage the senses, embrace a personal vision, and enhance communication. Emphasizes perspectives of both the artist and audience especially by utilizing the resources of New York City. 3 credits.

INTERNATIONAL STUDIES (INS)

INS 313 United States and the Cold War

(See HIS 313.) 3 credits.

INS 332 Cross-Cultural Communications

(See BUS 332.) 3 credits.

INS 342 Soviet Russia

(See HIS 342.) 3 credits.

INS 347 International Marketing Management

(See BUS 347.) 3 credits.

INS 361 Modern Japan

(See HIS 361.) 3 credits.

INS 362 Latin American History

(See HIS 362.) 3 credits.

INS 363 India and China, 1500 to the Present

(See HIS 363.) 3 credits.

INS 365 The Sociology of Globalization

This course is an in-depth investigation of the changing nature of the world economy and its impact on political, social, and cultural arrangements around the world. It will concentrate on the various definitions and interpretations of the globalization, as well as the various reactions to it, both for and against. Prerequisite: minimum grade of C in HIS 100, SOC 151, or permission of the instructor. (Also listed as SOC 365.) 3 credits.

INS 467 Political and Economic Systems in Developing Countries

(See BUS 467.) 3 credits.

ITALIAN (ITL)

ITL 101 Introduction to Italian I

An introductory course for students with little or no knowledge of the standard, contemporary Italian language. Vocabulary and grammar are presented in pragmatic, everyday situations designed to provide the student with a functional communicative proficiency and an understanding of Italian culture. 3 credits.

ITL 102 Introduction to Italian II

An elaboration of the vocabulary and skills developed in the previous course. The student will expand his/her repertoire of practical communicative settings while gaining wider exposure to more sophisticated verbal stimuli. Fundamental, pragmatic writing skills are developed and authentic reading samples are introduced. Prerequisite: minimum grade of C in ITL 101. 3 credits.

ITL 201 & 202 Intermediate Italian I and II

Continued study and practice of the standard Italian language as it is spoken and written today. The elaboration of the elementary level language skills developed in the previous courses will lead to the enhancement of the student's communicative skills in Italian. Prerequisite: ITL 102 or equivalent. Prerequisite for ITL 202: ITL 201. 3 credits each.

MATHEMATICS (MAT)

MAT T091 Basic Mathematical Skills

This course is designed to reinforce arithmetic concepts and help the student make the transition from arithmetic to algebra. Topics include the traditional arithmetic areas: addition, subtraction, multiplication, and division of whole numbers, decimals, and integers. The topics also include percent problems, order of operations, and evaluating algebraic expressions. During the course, the solving of linear one variable equations will reinforce the arithmetic concepts. Transcript (non-degree) credit only. 3 credits.

MAT 100 Intermediate Algebra

Intended to satisfy an intermediate algebra requirement for those students who have not satisfied this requirement with their high school program. Topics include fundamental operations and their use with algebraic quantities, properties of the real numbers, functions, solutions of algebraic equations, Cartesian coordinate system, exponents, and radicals. This course may not be used as a mathematics elective. Prerequisite: satisfactory score on the mathematics proficiency examination or a minimum grade of C in MAT T091. 3 credits.

MAT 120 Mathematics for Liberal Arts

An overview of mathematics for the non-mathematician. Topics include management science, statistics, decision-making, the geometry of size and shape, problem-solving, and mathematics for computer science. Emphasis on applications to economic, political, and personal life. Prerequisite: minimum grade of C in MAT 100 or equivalent. 3 credits.

MAT 121 Introduction to Probability and Statistics

Nature and purpose of statistics and its foundations in probability theory, introduction to basic methods and models used in statistics, and discussion of the application and misapplication of statistics in various fields. Prerequisite: minimum grade of C in MAT 100 or equivalent. Carries a fee. 3 credits.

MAT 201 Precalculus

An exploration of precalculus topics. Included are theory of equations; conic sections; polar coordinates; vectors; sequences; and periodic, exponential, and logarithmic functions. Prerequisites: minimum grade of C in MAT 100 or equivalent and permission of Instructor. 3 credits.

MAT 210 Calculus I

Limits and continuity, derivatives and techniques of differentiating algebraic functions, application of the derivative, integration and techniques of integrating algebraic functions, curve tracing, Rolle's Theorem, and Theorem of the Mean. Prerequisite: MAT 201 or equivalent. 4 credits.

MAT 220 Calculus II

Differentiation of trigonometric and exponential functions, techniques of integration, application of integration, indeterminate forms, improper integrals, and polar coordinates. Prerequisite: MAT 210. 4 credits.

MAT 231 Mathematical Explorations I

A study of real number systems which incorporates basic mathematical operations, problem-solving, mathematical vocabulary, algebraic procedures and reasoning. Attention is given to connecting mathematics to other areas of learning and to the real world. Prerequisite: satisfactory score on math proficiency exam or minimum grade of C in MAT T091. 3 credits.

MAT 232 Mathematical Explorations II

Studies in data analysis, probability, geometry, reasoning, mathematical vocabulary and measurement. Attention is given to problem-solving in real world settings. Prerequisite: MAT 231. 3 credits.

MAT 246 Introduction to Mathematical Computer Programming

A study of the fundamentals of C++ mathematical programming, using functions from function libraries, control structures, writing functions, and using classes written by programmers. A designated information competency course. Prerequisite: MAT 210. 3 credits.

MAT 251 Discrete Mathematics

A study of the mathematics of information, including logic, algorithms, counting techniques, graphs, and Boolean algebra. Prerequisite: MAT 201. 3 credits.

MAT 310 Intermediate Calculus

Vectors in two- and three-dimensions, infinite series, partial differentiation, multiple integration, and introduction to differential equations. Prerequisite: MAT 220 or permission of instructor. 4 credits.

MAT 311 Development of Mathematical Thought and Methods

A brief history of the development of mathematics. Emphasis on the methods of problem-solving employed by mathematicians of various periods and on the application of mathematics to the sciences and the arts. Prerequisites: minimum grade of C in COM 101; MAT 210. WAC: A designated writing process course. 3 credits.

MAT 321 Probability (Calculus-Based)

A calculus-based study of basic theorems in probability, random variables, distribution functions, expected values, binomial distribution, Poisson and normal distribution, and applications to mathematical modeling. Prerequisite: MAT 220. 3 credits.

MAT 322 Statistical Inference (Calculus-Based)

A study of calculus-based sampling distributions, point estimation, interval estimation, testing statistical hypotheses, and applications to mathematical modeling. Prerequisite: MAT 321. 3 credits.

MAT 341 Theory of Numbers

Introduces and analyzes properties of integers and prime numbers, divisibility, the Euclidian algorithm, the Fundamental Theorem of Arithmetic, congruences, continued fractions, theorems of Fermat and Euler, quadratic residues, and Diophantine equations. Prerequisite: MAT 210 and 231. 3 credits.

MAT 350 Linear Algebra

Introduces and analyzes vector spaces, linear transformations, matrices, determinants, matrix representations of linear mappings, matrices and systems of linear equations, eigenvalues and eigenvectors. Prerequisite: MAT 210. 3 credits.

MAT 360 Topics in Mathematics and Applications

A study of selected topics in mathematics and their applications in contemporary situations. Recent topics: Management Science, Data Analysis, Social Choice. Prerequisites: mathematics program or concentrator, MAT 341 or 250 or permission of instructor. 1 credit.

MAT 420 Advanced Calculus (Analysis I)

This course is a rigorous treatment of the fundamentals of Calculus. The topics include set theory, the real number system, sequences, series, limits, continuity, theory of one variable differentiation, integration, and elementary notions of topology. 3 credits.

MAT 441 Numerical Analysis

A study of calculus-based modern approximation techniques using the computer to solve a variety of advanced mathematical problems with applications to mathematical modeling. Prerequisite: MAT 310. Carries a fee. 3 credits.

MAT 442 Mathematical Modeling

A calculus, computer science, and statistics-based introduction to applications of mathematical modeling in the real world. A capstone course. Prerequisites: MAT 246 and MAT 322. 3 credits.

MUSIC (MUS)

MUS 040 Applied Music

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Five and one-half hours of lessons plus repertoire study; three hours of practice per week minimum. Carries a fee. .5 credit.

MUS 106 Guided Concert Experiences

An opportunity to hear fine music in the greater New York area. Class preparation before each of the concerts attended. A class evaluation follows each event. Performances (as tickets are available) include symphony, opera, ballet, chamber music, electronic, and experimental programs. Carries a fee. 3 credits.

MUS 140A Concordia Tour Choir

The Tour Choir is an auditioned, mixed voice, choral ensemble which meets in the spring semester only. The purpose of the Tour Choir is to sing in chapels, churches, schools and other institutions both on tour and in the local community throughout the semester. The Tour Choir embarks on domestic tours annually, and occasionally international tours. Carries a fee based on tour. 1 credit.

MUS 140C Chamber Choir

The Chamber Choir is a highly selective, auditioned, choral ensemble which meets throughout the school year. The purpose of the Chamber Choir is to sing challenging music in chapels, churches, schools and other institutions both on tour and in the local community throughout the semester. The Chamber Choir joins the Tour Choir on domestic tours annually, and occasionally embarks on their own tours. Carries a fee based on tour. 1 credit.

MUS 140E Concordia Chamber Ensembles

Encompasses a variety of instrumental groups, including String Quartet, Woodwind Quintet, Brass Choir, Percussion Ensemble, Flute Choir. Perfor-

mances as workshops or as parts of recitals. Open to all students. Rehearsals: 1 or 2 hours per week. Prerequisite: audition. Exempt from overload charge. Carries a fee. 1 credit.

MUS 140G Gospel Knights

The GospelKnights is an un-auditioned, mixed voice, gospel choir which meets in the fall and spring semesters each year. The purpose of the GospelKnights is to introduce singers to music and singing of Urban Black Gospel. Students learn basic style, vocal techniques, and singing with and without music. The GospelKnights sings in chapels on campus, events off-campus and one major concert each semester on campus. Carries a fee. 1 credit.

MUS 140M Men's Glee

The Men's Glee is an un-auditioned, male choral ensemble which meets in the fall semester each year. The purpose of the Men's Glee is to introduce singer to basic music reading, vocal techniques, and singing with and without music. The Men's Glee sings in chapels on campus, events off-campus and one major concert each fall with the Women's Chorale and instruments. Carries a fee. 1 credit.

MUS 140W Women's Chorale

The Women's Chorale is an un-auditioned, female choral ensemble which meets in the fall semester each year. The purpose of the Women's Chorale is to introduce singers to basic music reading, vocal techniques, and singing with and without music. The Women's Chorale sings in chapels on campus, events off-campus and one major concert each fall with the Men's Glee and instruments. Carries a fee. 1 credit.

MUS 201 Diction I

Diction focuses on the pronunciation, translation, and performance (recitation or singing) of languages. The course utilizes the International Phonetic Alphabet (IPA) to assist students in pronunciation and performance, and requires students to translate foreign languages. Diction I focuses on English, Italian, and German. 3 credits.

MUS 202 Diction II

Diction focuses on the pronunciation, translation, and performance (recitation or singing) of languages. The course utilizes the International Phonetic Alphabet (IPA) to assist students in pronunciation and performance, and requires students to translate foreign languages. Diction II focuses on Spanish, French, and additional Western European languages. 3 credits

MUS 209 World Music

An introduction to the major musical eras, styles, and idioms of the Western and Non-Western cultures, from Middle Ages to present. Emphasis is on listening to music and understanding the cultural aspects, musical instruments, and representative forms and styles of each culture's music. Prerequisite: HUM 100. 3 credits.

MUS 215 Fundamentals of Music

This course introduces basic principles of music theory including scales, keys, and tonal harmony; ear-training and sight singing; and basic keyboard skills. 3 credits.

MUS 216 Theory and Practice of Music I

The course focuses on intermediate music notation, principles of harmony, and an investigation of 4-part harmonic structures and progressions including seventh chords and triads, form and analysis. 3 credits.

MUS 217 Theory and Practice of Music II

The course focuses on advanced music notation, principles of harmony, musical forms, secondary and alternate harmonies, and mode mixture. The course includes developing advanced aural identification skills, sight-singing, and continues with basic keyboard skills. 3 credits.

MUS 218 Theory and Practice of Music III

The course focuses on advanced reading of music notation, principles of harmony, 4 part harmonic structures, musical form and analysis, extended harmonic progression, modulation, and 20th and 21st Century music theory. 3 credits.

MUS 240 Applied Music

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. 11 hours of lessons per semester plus repertoire study; six hours of practice per week minimum. Carries a fee. 1 credit.

MUS 301 History and Literature of Music I

A study of the development of music in Western civilization, ancient music and monody, polyphonic techniques from 800-1600, and instrumental and vocal music to 1750. Masterpieces exemplify the styles and forms. A designated information competency course. Prerequisite: MUS 216 or permission of department chair. A designated Writing Across the Curriculum course. 3 credits.

MUS 302 History and Literature of Music II

A study of the development of music in Western civilization from 1750 to the present. Masterpieces exemplify the styles and forms. Prerequisite: MUS 216 or permission of department chair. 3 credits.

MUS 313 Songwriting

A study of the art of songwriting, including standard song forms, the creation of melodies and melodic hooks, finding song topics, and writing and editing lyrics. Prerequisite: MUS 281. 1-3 credits.

MUS 324 Conducting

The study of organizational procedures, standard methods of conveying musical information (rhythm, dynamics, and interpretation), and rehearsal techniques for both instrumental and vocal ensembles. Students rehearse a performing group and conduct in a public performance to demonstrate competence. Prerequisite: MUS 216. 2 credits.

MUS 331 Studies in Church Music

Studies in church music, historical and applied. Sample topics include Handbells, Fundamentals of Ringing, The Purchase of the Church Organ (Organ History and Design), the English Choral Tradition. Contact department chair or registrar for current offerings. 1-3 credits.

MUS 333 General Studies in Music

Studies in non-traditional aspects of the music field. Courses are developed on the basis of student interest and availability of faculty. 3 credits.

MUS 340 Applied Music

Private instruction in the student's principal performing medium or composition. Open to Junior or Senior Music Majors. 3 credits.

MUS 441 Music Seminar

Students develop the ability to use research techniques and tools to present their findings effectively. Emphasis on a wide selection of topics related to individual needs and interests. Carries a fee. A designated Writing Across the Curriculum course. Prerequisite: approval of department chair. 3 credits.

MUS 442 Senior Lecture Recital

A capstone course which will involve students performing music in a recital based on primary applied music study. This course includes historical and theoretical study of the music chosen by student under the supervision of applied music teacher or other music faculty and will result in a Lecture-Recital. Prerequisite: MUS 216 and 301. 3 credits.

MUS 443 Senior Conducting Recital

A capstone course which will involve students performing music in a recital based on their conducting studies. This course will include historical and theoretical study of the music chosen by students under the supervision of the Director of Choral Activities or other music faculty. The final result will be a Choral Concert with detailed program notes. Prerequisite: MUS 216 and 301. 3 credits.

NEW MEDIA (NMC)

NMC 214 Introduction to Digital Photography

This course is an introduction to digital photography. Students will learn basic camera techniques and how to convert their images to digital ones. This course will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for entry into the photographic workplace and/or for artistic expression. 3 credits.

NMC 231 Digital Filmmaking

Covers the basics of shooting and editing and explores digital video as a creative tool. Topics include production approaches, location shooting, studio production, lighting, sound, and editing. Students gain critical skills and theoretical knowledge through viewing and discussing key films and writings. Students make their own three to five minute movie on digital video. Carries a fee. Prerequisite: COM 100 or permission of instructor. 3 credits.

NMC 232 Introduction to New Media

Explores the computer as a production tool and art form. Students learn digital design concepts and create short projects in new media, including digital photography, DVD, and the web. Students gain basic competency in key digital applications and become familiar with the culture of emerging media. New media works are demonstrated, screened, and discussed. Carries a fee. Prerequisite: C or better in COM 100 or permission of the instructor. 3 credits.

NMC 233 Documentary Production

Students produce short documentary movies, guided through the phases of research, pre-production, production, and post-production. Students work individually or in groups. They learn to develop their own concept, research a subject, interview subjects, and create a visual and conceptual coherence. Skills in location scouting, lighting, shooting digital video, recording sound, and editing are taught. The course also presents an historical survey of the documentary film, addressing critical, theoretical, and ethical concerns in the production of the non-fiction film. Carries a fee. Prerequisite: COM 101 or permission of the instructor. 3 credits.

NMC 234 World Cinema

A study of the relationship between cinema and culture. Students examine international cinema in relationship to art, commerce, technology, and culture at large, and focus on emerging trends in international cinema. This is a Designated World Cultures course. Prerequisite: C or better in HUM 100 and COM 100. 3 credits.

NMC 330 New York and the Movies

An exploration of the romance of New York as created by Hollywood and the streets of the city itself. Students view films on campus, at NYC theaters and festivals, and visit locales portrayed in films. The course delves into film language and film history, as well as New York history and architecture. Students view such films as 42nd Street, Rear Window, King Kong, Dead End, The Naked City, Annie Hall, Taxi Driver, Dog Day Afternoon, Something's Wild, Do the Right Thing, and independent film, experimental video, and multimedia based in New York. Satisfies New Media and Liberal Studies electives and EXL requirements. Prerequisite: HUM 100 and COM 100 (C or better) or permission of the instructor. Carries a fee: $150. 3 credits.

NMC 331 New Media, Art, and Culture

A study of the relationship between new media and culture. Students examine new media in relationship to art, commerce, technology, and culture at large, and focus on emerging trends in new media. Carries a fee. Prerequisite: C or better in COM 101, a minimum of one 200-level New Media course or permission of the instructor. 3 credits.

NMC 332 Interactive Multimedia

Each student will plan and produce an interactive media project. Building on digital design concepts learned in Introduction to New Media, the student will receive basic instruction in concepts of interactive design. The course will survey the potential of interactive media including animation, websites, and digital video disc, and explore the

potential of interactive media as a creative expressive tool. Carries a fee. Prerequisite: NMC 231 and NMC 232. 3 credits.

NMC 341 Real World: The Business of New Media

Survey of the wide spectrum of the global new media industry, from television and radio to the internet, cell phones, and newly-emerging forms. Through screenings and readings, work will be analyzed and contexts explored. Guest speakers will include industry professionals. This is a designated Writing Across the Curriculum course. Prerequisite: COM 100 or permission of the instructor. (Also listed as BUS 341.) 3 credits.

NMC 431 Advanced Projects

This course allows students to pursue independent projects. Students will meet with the instructor to design and create projects that advance their skills in any area of New Media production. The class will meet to view and discuss important new media work and critical writings, as well present works-in progress. Carries a fee. Prerequisites: NMC 231, NMC 232 and permission of the instructor. 1-4 credits.

NMC 491 Capstone in New Media

Student-initiated project in an area covered by the New Media area of study, including digital video production, multimedia production, or critical studies. Carries a fee. A capstone course. Prerequisites: NMC 231, NMC 232, NMC 233 and permission of the instructor. 3-6 credits.

NMC 531 Introduction to Digital Media

This course is only offered in an online format. This course provides an analysis of the tools and technologies used to create digital media. Technologies are introduced, and their roles in how we create, disseminate and share media are explained. Emerging trends, ethical challenges and business models are considered. Essential vocabulary and tools are presented alongside opportunities to create and assess digital content. This course provides students with a foundation in tools and techniques used to publish digital content. 3 credits.

NMC 532 Digital Video Production

This course is only offered in an online format. This course provides instruction in shooting and editing digital video and explores digital video as a creative tool. Topics include production approaches, location shooting, studio production, lighting, sound, and editing. Students gain critical skills and theoretical knowledge through viewing and discussing key films and writings. Students make three projects, culminating in a production of a short digital video. 3 credits.

NMC 533 Digital Media Marketing

This course is only offered in an online format. This Marketing practices have altered dramatically with the rise of social media and proliferation of devices, platforms, and applications. Through a combination of case studies, best practice examples, and exercises, students will learn best practices and examples of social media marketing. This course looks at strategic thinking, planning, organization, and implementation of social media marketing. The student will acquire fundamental skills and a working knowledge of digital media marketing strategy. 3 credits.

NMC 534 Graphic Design for Digital Media

This course is only offered in an online format. In this class, students learn digital design fundamentals and discover what makes an effective graphic for digital media. Through hands-on class projects, students strengthen design communication skills and develop a style and competency while moving from concept to finished product. Students gain a working knowledge of industry standard software used for print, Web, animation, presentation, video production, and enhancement of traditional and digital photography. Students build on skills learned in introduction to Digital Media. 3 credits.

NMC 541 Interactive Multimedia

This course is only offered in an online format. This course explores theory and practice of Interactive Multimedia. The course will focus on developing interactive experiences that are functional and engaging. Students will learn the fundamentals of interactive multimedia production from

inception through completion. We will discuss not only the specifics on how to design interactive properties, but the strategies concerning how to make them work well from a marketing and user experience standpoint. This will be approached through theory, design, usability, technique, and entertainment. Through a mixture of reading, writing and hands-on assignments the students will develop a complete interactive multimedia finished project. 3 credits.

NMC 542 Principles of Game Design

This course is only offered in an online format.
This course addresses the fundamental principles of video game design. Students will examine best practices for design, including key components of games, game concepts and worlds, storytelling and character development, and the role of the user interface in the gaming experience. Students develop an understanding of game theory and critique games across genres. 3 credits.

NMC 543 Documentary Production

This course is only offered in an online format.
This course is an introduction to documentary film and video and to the cinematic and digital language that is central in our culture. Students produce short documentary movies, guided through the phases of research, pre-production, and post-production. Students work individually and in groups and learn to develop their own concept, research a subject, interview subjects, and create a visual and conceptual coherence. Skills in location scouting, lighting, shooting, editing, recording sound are taught. The course also presents an historical survey of the documentary film, addressing critical, theoretical, and ethical concerns in the production of the non-fiction film. 3 credits.

NMC 544 Psychology of Media

This course is only offered in an online format.
Media is a part of all aspects of life, with far reaching cultural, political, and economic implications for society and the individual. This course examines the influence of media on psychological processes. Students will explore the impact of media on perception and learning, on self-concept and social and cultural norms, and communication. Through lectures, class discussions, field trips, and assignments, students will develop an understanding of the media landscape and its role in the development of self. 3 credits.

NMC 621 Capstone Project and Thesis: Design and Draft

This course is only offered in an online format.
Capstone Project and Thesis: Design and Draft is the first of a two-part course sequence designed to demonstrate a student's synthesis of knowledge and skills gained in the Digital Media Program. In this course students create a draft of both a digital production and accompanying thesis. Production will demonstrate exemplary craft, execution, and presentation in any area of study within Digital Media. The thesis will defend the aesthetic direction of the work, and describe how research, skill acquisition and process are combined in the development of the Capstone Project. The project is student-driven and requires regular work-in-progress screenings and blog writing. 3 credits.

NMC 622 Capstone Project and Thesis: Completion and Delivery

This course is only offered in an online format.
The Capstone Project and Thesis: Completion and Delivery is the second of a two-part course sequence designed to demonstrate a student's synthesis of knowledge and skills gained in the Digital Media Program. In this course students produce the final version of both a digital production and accompanying written thesis. The production demonstrates exemplary craft, execution, and presentation in an area of study within Digital Media. The written thesis defends the aesthetic direction of the work, and describes how research, skill acquisition and process combine in the development of the Capstone Project. This course is built upon individual mentoring and culminates in the completion and delivery of the final project and thesis. 3 credits.

NURSING (NUR)

NUR 221 Concepts of Health Promotion and Disease Prevention

This course focuses on national goals for the promotion of health, prevention of disease, and maintenance of health. National initiatives such as Healthy People 2020 and CDC guidelines will be examined. Students will explore their own values and beliefs about disease prevention and health promotion and develop a plan to maintain their own health. 2 credits.

NUR 222 Caring and Therapeutic Use of Self

This course focuses on the concepts of caring, holism, and the therapeutic use of self in the practice of nursing and other healing professions, within reflective, theoretical, trans-cultural, and evidence-based contexts. The client/family-lived experiences with health, illness, loss, and death will be explored. Self-reflection, spirituality, and awareness of the health care provider are examined and considered as key components toward developing authentic, caring, helping relationships with clients, families, and the health care team. Therapeutic communication techniques, presence, and select holistic therapeutic interventions will be focal points of this course. 3 credits.

NUR 311 Critical Thinking in the Clinical Management of Patients

This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive management of patients. Students will learn critical thinking skills, clinical skills, to develop a plan of care through the nursing process, i.e. collection of health assessment data, identifying nursing diagnoses, developing patient-centered goals, prioritizing nursing interventions, and evaluating the process. The emphasis of this course is on the development of skills essential in clinical management of patients experiencing acute and chronic illness. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical skills and synthesizing the components of the nursing plan of care, and clinical experience in appropriate clinical agencies. Prerequisites: Continuing traditional students—NUR 221, 222. Prerequisites: Entering first year traditional students Fall 2016—NUR 221, 222, and 312. 4 credits.

NUR 312 Health Assessment

This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive and systematic collection of subjective and objective patient data. Students will learn to develop a database through collection of a health history and performance of a physical assessment. The emphasis of this course is on the differentiation between normal and abnormal findings. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical assessment skills and synthesize the components of the health history and physical assessment findings. Prerequisites: Traditional students only—NUR 221, 222. 3 credits.

NUR 314 Acute Care of the Adult Patient I

This course is the first in a two-course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for adults with actual or potential alterations in fluid balance, and neurologic, respiratory, and cardiac systems will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. Carries a fee. Prerequisites: Traditional students only—NUR 221, 222. NUR 311 for traditional and post-baccalaureate nursing students. 4 credits.

NUR 315 Acute Care of the Adult Patient II

This course is the second in a two-course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for adults with actual or potential alterations in endocrine, gastrointestinal, renal, orthopedic, and immune system will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. Carries a fee. Pre-requisites: NUR 311, 312, 314, and 321. Co-requisite: NUR 322. 4 credits.

NUR 316 Nursing Care of the Older Adult

This course focuses on the development of theoretical knowledge and clinical skills involved in

nursing care of the older adult patient. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for older adults will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the older adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of older adults within the context of their families and community. Carries a fee. Prerequisites: NUR 311, 312, 314, 315, and 321. Co-requisite: NUR 322. 4 credits.

NUR 321 Pathopharmacology I

This course explores concepts in pathophysiology and pharmacology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. Common pharmacologic interventions and their implications for patients are explored. The interrelationships between clinical pathophysiology, basic physiology, genetics and pharmacology are emphasized. Prerequisites: Continuing traditional students—NUR 221, 222. Prerequisites: Entering first year traditional students Fall 2016—NUR 221, 222, and 312. 3 credits.

NUR 322 Pathopharmacology II

This course explores concepts in pathophysiology and pharmacology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. Common pharmacologic interventions and their implications for patients are explored. The interrelationships between clinical pathophysiology, basic physiology, genetics and pharmacology are emphasized. Prerequisites: Continuing traditional students—NUR 221, 222. Prerequisites: Entering first year traditional students Fall 2016—NUR 221, 222, 312, and 321. 3 credits.

NUR 323 Pathopharmacophysiology

This course is explores concepts in pharmacology and their use in the implementation of the nursing process in management of certain acute and chronic health problems in adolescents and adults. Emphasis will be given to cognitive problems as well as multi-system alterations that affect cardiovascular, respiratory, endocrine, gastrointestinal, neuromuscular, hematological, renal, and reproductive systems. Strategies essential for the treatment and coordination of care for individuals and families dealing with acute and chronic illness will be addressed. The interrelationships between clinical pathophysiology, genetics and pharmacology are emphasized. Teaching learning strategies will be integrated throughout the course. Students are responsible for developing case exemplars and presenting certain topics. 3 credits.

NUR 331 Prevention, Health Promotion, and Risk Reduction

Focuses on national goals for the promotion of health, the prevention of disease, and the maintenance of health. Issues of chronicity and management of chronic illness within a context of health will be explored. National initiatives such as Healthy People 2020, the Institute of Medicine's quality initiatives, and health/illness projections for the 21st century will be examined for their implications on the health of individuals and the nation. Students will explore their own values and beliefs about health and illness. 2 credits.

NUR 341 Contemporary Issues in Nursing

Designed to introduce the student to the professional nursing role through the critical examination of current trends and issues influencing nursing care delivery. Legal, ethical, local, and global health care issues will be discussed and analyzed. Current issues affecting the health care of Americans and implications for professional nursing will be evaluated. A designated Writing Across the Curriculum course. 2 credits.

NUR 342 Spiritual and Cultural Competence in Nursing Care Delivery

This course provides students with evidence-based theoretical knowledge and supportive, student-facilitated shared personal learning opportunities to explore communication dynamics in a trans-cultural context. Such opportunities include group discussions, field trips, individual and/or group artistic reflections on spiritual and cultural themes designed to enhance each one's spiritual

and cultural competence as he/she employs verbal and non-verbal communication to provide nursing care addressing the unique spiritual and cultural needs of individual clients, families, and communities. 3 credits.

NUR 415 Nursing Care of Aggregate Populations: Community and Mental Health

This course focuses on the holistic needs of aggregate populations within the health care system and community with an emphasis on assisting individuals, families, and communities with the restoration, maintenance, and promotion of health and well-being, inclusive of acute and chronic physical and psychiatric challenges. Physical and psychological alterations which affect individuals, families, and vulnerable populations in the community across the health continuum including end-of-life concerns are discussed. Clinical practice experiences are provided in both out-patient and acute care settings. Prerequisites: All 300-level nursing courses 6 credits.

NUR 416 Nursing Care of Aggregate Populations: Family

Focuses on the development of theoretical knowledge and clinical skills involved in managing the health care of women, children, and their families in acute care and community environments. Concepts which address prevention, health promotion, disease management and therapeutic interventions for women, children, and families will be addressed. Health issues and disease processes commonly experienced by these populations will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of women, children, and their families within the context of their communities. Prerequisites: All 300-level nursing courses. 8 credits.

NUR 431 Research, Theory, and Evidence Basis for Nursing Care

The theoretical and research foundations of nursing care will be studied. Research methodologies and theories from nursing and other disciplines will be used to demonstrate the basis for nursing care and the creation of nursing knowledge. Students will be introduced to the process of scientific inquiry in nursing and nursing theory development. Current nursing research will be discussed in relation to key theories explaining phenomena relevant to nursing practice. Published research studies with regard to implications for clinical practice will be critically analyzed. Prerequisites: All 300-level nursing courses. 3 credits.

NUR 441 Professional Nursing Portfolio

This course is designed to promote articulation and expression of professional role development of the nurse. Students will work with faculty and their faculty mentor to develop a professional nursing portfolio. Seminar sessions will focus on relevant topics toward the development of this portfolio. 3 credits.

NUR 451 Nursing Leadership

Focuses on the development of professional nursing leadership skills. Theories of leadership, management, change, and delegation will be reviewed and applied to nursing and health systems. Students will explore the influence of culture, gender, age, and other variables on leadership styles. Emphasis will be placed on concepts of collaboration, the interdisciplinary nature of the health care team, and case management. Prerequisites: All 300-level nursing courses. 3 credits.

NUR 452 Transition to the Professional Nursing Role

This capstone clinical course focuses on the integration and application of theory, research, evidence, critical thinking, and psychomotor skills in a mentored practicum. Students will have the opportunity to synthesize the roles and functions of the professional registered nurse. Professional registered nurse preceptors and faculty mentors guide the student through this four-week intensive clinical immersion experience. Prerequisites: All 300 and 400-level nursing courses. 3 credits.

NUR 453 Professional Nursing Role Development

This capstone seminar course focuses on the development of an individualized learning project which will result in the integration and application

of theory, research, evidence, critical thinking, nursing concepts and leadership in a mentored practicum. Students will have the opportunity to synthesize the roles and functions of the professional registered nurse in such areas as leadership, education, transitions in nursing care, population health, nursing research, concepts in caring and quality and safety. Students will identify personal learning objectives toward their professional development; identify a project in their area of interest and implement that project in a mentored clinical/internship setting. Prerequisites: NUR 312, 331, 341, 342, 390, 431, 451. 6 credits.

PHILOSOPHY (PHI)

PHI 101 Introduction to Philosophy

A study of humanity's enduring questions, examined in historical context, concerning what is genuinely real, true, and of value, with special attention to the language and methods of philosophical inquiry. 3 credits.

PHI 201 Ethics

A philosophical approach to the problems of ethics, including a study of several classical ethical theories, an examination of key problems in ethics and of the meaning of central ethical terms, and a concerted effort to apply philosophical ethical principles to contemporary moral issues. Prerequisite: PHI 101 or permission of instructor. 3 credits.

PHI 211 Bioethics

Explores contemporary ethical issues in health care especially, but not exclusively, as these arise in the field of nursing; develops linkages between those issues and philosophical theories of decision-making in ethics; and addresses the role of individual beliefs, attitudes, and values in responding to and resolving bioethical issues. Prerequisite: PHI 101 or permission of instructor. 3 credits.

PHI 311 Philosophy of the Social Sciences

Course explores dominant philosophical approaches to understanding the social sciences, the relation of the social and natural sciences (with particular emphasis on sociobiology), and ethical issues in the practice of social sciences research. Carries a fee. Prerequisites: minimum grade of C in COM 101, Junior standing, PHI 101, and either PSY 181 or SOC 151. (Also listed as PSY 311 and SOC 311.) A designated writing process and information competency course. 3 credits.

PHI 360 Issues in Contemporary Philosophy

This course will focus on a single issue in contemporary philosophy. The issue can vary each semester, so the course is repeatable (as long as the issue is different each time). Representative issues may include, but are not limited to, Moral Relativism vs. Moral Absolutism; Realism vs. Anti-Realism; Free Will vs. Determinism; The Mind/Body Problem; God, Morality, and Natural Selection. Prerequisites: minimum grade of C in COM 100, COM 101, and PHI 101. 3 credits.

PHI 370 Figures in Philosophy

The course examines the works of a single philosopher. The philosopher can vary each semester, so the course is repeatable (as long as the philosopher is different each time). Representative figures may include, but are not limited to, Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein. Prerequisites: minimum grade of C in COM 100, COM 101, and PHI 101. 3 credits.

PHYSICAL EDUCATION (PED)

PED 103 Fitness and Wellness

Designed to acquaint the student with the basic knowledge, understandings, and values of physical education as it relates to fitness, physiology, and a healthy lifestyle. The course gives students an opportunity to create an exercise program suited to their needs or research a health-related topic. Carries a fee. Two hours per week; one lecture and one lab. 2 credits.

PED 280 Philosophy, Principles, and Organization of Athletics in Education

Examines the basic philosophy and principles of interscholastic athletics as part of physical education. State, local, and national policies and regulations related to athletics will be discussed. Other topics considered will be legal issues, the function and organization of leagues and athletic associations in New York State, personal standards for the coach as educational leader, public relations, safety procedures, principles of school budgets, record keeping, purchasing, and facility usage. Required for New York State coaching certification. 3 credits.

PED 281 Health Sciences Applied to Coaching

Training in American Red Cross First Aid as well as care and prevention of athletic injuries, scientific basis of movement, human growth and development, training and conditioning of athletes. Required for New York State coaching certification. 3 credits.

PED 282 Theory and Techniques of Coaching

Includes an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of inter school athletics in New York State, objectives, rules, regulations, and policies of athletics, as well as performance skills. Technical information and organization and management practices will also be among the topics covered. The special training and conditioning of athletes in specific sports, the fitting of equipment, specific safety precautions, and officiating methods will also be examined. Observation of coaches will be required as fieldwork. Prerequisite: PED 280. Required for New York State coaching certification. 3 credits.

PED 283 Sport in Society

An opportunity for students to gain an understanding and knowledge of sport in society. Discussion on how sport developed, its social and cultural relationships between structure, variety, and extent of sports activity and other institutional sectors in society, i.e., family, economy, and government. Carries a fee. Recommended, for New York State coaching certification. 2 credits.

PHYSICS (PHY)

PHY 211 Theory of Physics I

The first semester in a two-semester sequence treating the laws and principles of classical and modern physics. Attention to the history and development of the physical laws as well as to significant applications. Topics include the nature and philosophy of science, measurement and analysis of data, classical and relativistic mechanics, heat, and thermodynamics. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: MAT 100 or equivalent. 4 credits.

PHY 212 Theory of Physics II

A continuation of Physics 211. Topics treated are light and wave motion, electricity and magnetism, and the structure of the atom. Three hours lecture and three hours laboratory per week. Carries a fee. Prerequisite: PHY 211. 4 credits.

POLITICAL SCIENCE (POL)

POL 271 American Government

A study of the theories of government basic to an understanding of the American Constitution. A detailed study of Federal, state, and local governments and of the duties, privileges, and problems of citizenship. 3 credits.

POL 282 Constitutional Law

A capsule study of the origin and development of the Constitution with emphasis on both historical value and present-day application. Topics include judicial review, due process, equal protection laws, and civil liberties. Offered every other year. Prerequisite: ENG 101/COM 100. (Also listed as BUS 282.) 3 credits.

PSYCHOLOGY (PSY)

PSY 181 General Psychology

An introductory survey of the major theories, methods, and findings of modern psychology. Topics include the nature of science and its applications, health psychology, sensation and perception, motivation and emotion human development, and psychological disorders and treatments. 3 credits.

PSY 251 Cognitive Psychology

Cognitive psychology is a specialty within psychology that investigates the internal mental processes of thought such as visual processing, learning, memory, problem-solving, and language. This course provides an introductory survey of these human cognitive abilities. A designated WAC (Writing Across the Curriculum) course. Prerequisite: minimum grade of C in COM 101. 3 credits.

PSY 281 Developmental Psychology I

A study of child development from the prenatal period to pubescence. Behavior in the context of the family and society in general as well as in the formal classroom setting. Guided study of individual children with observation, recording, and interpretation of behavior. Prerequisite: PSY 181. This course cannot be taken for credit if credit has already been earned for PSY 271. 3 credits.

PSY 291 Developmental Psychology II

A study of human development from puberty through adulthood. Consideration of problems and adjustment patterns in the contexts of family, peer group, school, work, and society. Guided study of the various developmental theories and their implications in adolescent and adult life. Prerequisite: PSY 281 or permission of instructor. This course cannot be taken for credit if credit has already been earned for PSY 271. 3 credits.

PSY 294 Psychology of Exceptional Children and Adolescents

(See EDU 294.) 3 credits.

PSY 311 Philosophy of the Social Sciences

(See PHI 311.) 3 credits.

PSY 330 Topics in Psychology

An in-depth exploration of one or more major topics in psychology, determined by the instructor. Topics will rotate and reflect contemporary psychological phenomena such as: Psychotherapeutic Techniques, Criminology, Art Therapy, Animal Behavior, Case Studies, and Gender Differences. As the topic may vary, this course may be taken repeatedly for credit. Prerequisite: minimum grade of C in PSY 181. 3 credits.

PSY 361 Biological Psychology

This is an introduction to the biological approach to psychology. The course will begin with an introduction to the biological mechanisms affecting psychology such as neuron structure and function, neurotransmitter types and functions, genetics and epigenetics, and brain structure. Topics will rotate through the general areas of psychology: the biopsychology of psychiatric disorders, mood, personality types, and cognitive abilities. Perspectives will include the effects of neurotransmitters, brain structure, drugs, toxins, genetics and epigenetics, nutrition, fitness, and development through the lifespan. Prerequisites: minimum grade of C in SCI 100, PSY 181 or BIO 271 or permission of instructor. (Also listed as BIO 361.) 3 credits.

PSY 371 Educational Psychology

(See EDU 371.) 3 credits.

PSY 382 Social Psychology

(See SOC 382.) 3 credits.

PSY 385 Abnormal Psychology

Mental disorders in children, adolescents, and adults; theories and research as to causes; principles, methods, and resources available for therapy. Prerequisite: PSY 181. 3 credits.

PSY 420 Methods of Psychological Research

This course exposes students to the processes and techniques of social scientific research. Topics include the conceptualization of a research question or problem, the role of theory in research, development of a research design, measurement of variables, data collection, and data analysis. Students will conduct projects using various methodologies which may include questionnaires, interviews, observations, and content analysis. Prerequisite: SOC 151. (Taught concurrently with SWK 420, Social Science Research.) 3 credits.

PSY 452 Senior Seminar in Psychology

Students will accomplish a significant piece of independent scholarship and research. The course will emphasize the application of theory and methods as well as the further development of individualized graduation plans and portfolios. A capstone course. Open only to Seniors. Prerequisite: SOC 420 or permission of the instructor. 3 credits.

PSY 481 Counseling Psychology

An introduction to the theories and techniques utilized by contemporary counselors. The course includes considerations of the philosophical

PSY 483 Theories of Personality

A study of the varieties of personality theories and theorists, from humanistic and existential to psychodynamic, social, biological, and environmental approaches to personality. Prerequisite: PSY 181. 3 credits.

RADIOLOGIC TECHNOLOGIES (RAD)

RAD 100 Medical Terminology

This course is designed to give an introduction to the elements of medical terminology. This includes terminology prefixes, suffixes, word roots, parts of speech, and singular and plural forms. The student will learn to interpret abbreviations, symbols, and terms associated with various body systems and pharmaceutics. The student will also learn how to interpret radiographic orders from physicians and diagnostic report interpretation. 3 credits.

RAD 101 Introduction Radiological Science/Patient Care I/ CPR

The first portion of the course is designed to provide a basic overview of the history of Radiologic Technology, introduction to commonly used radiologic equipment (tube, table, fluoro tower), concepts of x-ray production, fundamental radiation biology, and essential radiation protection principals. The course then continues to look at Radiologic Technology as a profession, including; professional organizations, critical thinking skills, and problem solving strategies. Various concepts in patient care are introduced, including; relevant legal issues, ethical practices in radiography, learning effective communication skills, patient needs and safety, using proper body mechanics, the importance of infection control procedures using standard precautions, and surgical aseptic principals. By the end of the semester, the student will have demonstrated competence in (1) transferring patients from a stretcher and a wheelchair, (2) measuring and assessing vital signs, and (3) using sterile and aseptic technique. 3 credits.

RAD 102 Patient Care II

This course will continue to teach principles and practice of excellent patient care. Topics such as assessing vital signs, understanding medical emergencies and the radiographer's response, trauma and mobile considerations in radiography, caring for patients with different needs and medical requirements, basic pharmacology, radiographic contrast agents, and administration routes are covered this semester. Prerequisite: RAD 101 3 credits.

RAD 126 Principles of Radiation Protection

This course enables the student to identify ionizing radiation and the need for protective measures and maximum safety in radiography. Instruction includes properties and production of x-rays radiation units of measurements, interaction or radiation with matter, maximum permissible dose, principles of safety, radiation detection instru-

mentation, protective barriers, ionizing radiation and the public, and Federal and State Regulations. Prerequisite: RAD 100. 2 credits.

RAD 201 Concepts of Radiographic Exposure

Through this course, the student will be introduced to the concepts of radiographic exposure. Upon completion of this course, the student will understanding of how to manipulate radiographic technique, be familiarized with the concepts of exposure and apply these concepts in the work setting, understand how x-rays are made, together with biological effects of x-rays in the human body. 3 credits.

RAD 213 Principals of Computed Tomography/Cross Sectional Anatomy

This course illustrates the development and progression of Computed Tomography. The emphasis of the various applications of CT in the medical realm is discussed. Progressive curriculum of CT components and procedures are reviewed. Patient safety in regard to contrast injection is presented. 2 credits.

RAD 214 Radiographic Quality Assurance

The purpose of this course is to give the student an introductory level of quality assurance testing, including general area of equipment, functional tests: causes, correction, and prevention of electrical breakdown, processing control and troubleshooting. 2 credits.

RAD 215 Special Radiographic Procedures

This course will introduce the student radiographer to special radiographic imaging procedures, equipment, and the various types of contrast agents used. It will include a history of the origin of the studies and a discussion of their medicolegal implications. Special procedure imaging studies include angiography, arthrography, hysterosalpingography, skeletal, skull, systems, myelography, and sialography. These courses are designed to prepare students to accurately position patients for diagnostic Radiologic procedures as well as be able to prepare all necessary equipment and contrast media for examination procedures. The topics included in this course are: Selective and Non-Selective Arteriography, Venography, Arthrography, Lymphangiography, Sialography, and Myelography. 2 credits.

RAD 251 Clinical Education I

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System. 3 credits.

RAD 281 Law and Ethics

An introduction to the ethics of patient care. The course discusses topics such as death and dying, legal ethics, patient hazards, risk management, and professional ethics. (Also listed as HEA 381). 3 credits.

RAD 301 Radiographic Procedures I & Lab

This course is designed to prepare students to accurately position patients for diagnostic Radiologic procedures. This is a two-part course. Part one focuses on an Introduction to Positioning, Chest, Abdomen, Upper Extremities, Shoulder Girdle, Lower Extremities, Pelvic Girdle, Bony Thorax and the Vertebral Column. 4 credits.

RAD 302 Radiographic Procedures II & Lab

This course is designed to prepare students to accurately position patients for diagnostic Radiologic procedures as well as be able to prepare all necessary equipment and contrast media for examination procedures. Focus will be on the Skull, Facial Bones, Trauma, Fluoroscopic, and Tomographic Procedures. Special Procedures include Selective and Non-Selective Arteriography, Venography, Arthrography, Lymphangiography,

Sialography and Myelography). Prerequisite: RAD 301. 4 credits.

RAD 310 Radiographic Pathophysiology

This course is designed to present the students with working knowledge of various disease processes, differentiation between bacterial and viral organisms, presentation of principles used in identification of circulatory disorders, degenerative disease, neoplastic and conditions if illness involving the different body systems. 3 credits.

RAD 320 Digital Radiography and PACS

This course provides a basic understanding of digital radiography and Picture Archiving & Communication Systems. We will examine the components, principals and operation of digital imaging and archiving systems. This will include image acquisition and processing in CR and DR. Image display, archiving and retrieval in Picture Archiving Communications Systems (PACS) will be learned in theory and made applicable in clinical site. Similarities and differences between CR, DR and film/screen systems will be discussed, taking into consideration exposure factors, image evaluation and the principles of quality assurance in digital radiography. Through this course, students will be introduced to the history, fundamentals, operation, and computer applications in diagnostic radiology. 3 credits.

RAD 330 Radiation Biology

This course presents the effects of ionizing radiation in the human body including genetic and somatic manifestations. The principles of radiation biology are presented through a consideration of the interaction of nuclear physics, biology, and radiology. The public's right to minimal radiation exposures stressed. Direct and indirect radiation theories are outlined. 3 credits.

RAD 340 Radiographic Physics

A compilation of information from both Radiation Physics and x-ray equipment will be incorporated in the discussion of the radiographic circuit. Focused sessions targeting individual components and the entire radiographic circuit are demonstrated. Discussions of various generators are achieved. This course adheres to guidelines by the AAPM Education Council and the Academic Council of the Association of University Radiologists. 3 credits.

RAD 352 Clinical Education II

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System. 3 credits.

RAD 353 Clinical Education III

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System. 3 credits.

RAD 401 Field Work in Radiological Technology I

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System. Prerequisite: RAD 251, 352, 353. 3 credits.

RAD 402 Fieldwork in Radiological Technology II

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System. Prerequisite: RAD 251, 352, 353, RAD 400. 3 credits.

RAD 411 Case Studies I

These courses review all concepts covered during the program. The students also learn test-taking skills, and take "Practice Registry" exams to prepare them for their registry. 2 credits.

RAD 412 Case Studies II

These courses review all concepts covered during the program. The students also learn test-taking skills, and take "Practice Registry" exams to prepare them for their registry. 2 credits.

RAD 430 Film Critique/Career Prep

This course is designed to enhance the ability of the Senior student to apply what they have learned in analyzing radiographic images. Included are the importance of minimum imaging standards, student-lead discussion of problem-solving techniques for image evaluation, and the various factors that can affect image quality. The first semester will focus on routine radiographs and routine radiographic examinations. In the second semester, each student must present at least three examinations from the following categories; these courses cover differentiation between diagnostically acceptable and unacceptable radiographs using patient clinical data, prevailing protective standards and technical factors encompassing radiographic quality. Differentiating anatomy in relationship to accuracy of patient positioning also is included. The student will present his or her evaluation in written and oral reports, thereby also acquiring confidence in public speaking. 3 credits.

RAD 441 Senior Capstone in Radiology

This course is a senior thesis that is a culmination of the Radiologic Technologic program of study. The thesis will demonstrate the student's cogent analysis and command of interpretive and conceptual tasks required by program learning outcomes and course materials. The thesis will indicate the students' command of the field with convincing arguments and sophisticated use of conventions of the Radiology academic discipline. 3 credits.

SCIENCE (SCI)

SCI 100 Science in Context

This course presents scientific threads in selected scientific case studies. These threads include scientific activities, concepts, the nature of the scientific enterprise, and bioethical implications. Three case studies are examined in each offering of the course. 3 credits.

SIGN LANGUAGE (SLA)

SLA 101 & 102 American Sign Language I & II

Beginning-level instruction in American sign language used to communicate with hearing-impaired persons. Designed especially for teachers, but others are welcome. Field trips. Prerequisite for SLA 102: minimum grade of C in SLA 101. 3 credits each.

SLA 201 & 202 Intermediate American Sign Language I & II

Continuation of development of communication skills in American sign language beyond the elementary level. Prerequisite for SLA 201: SLA 102. Prerequisite for SLA 202: SLA 201. 2 credits each.

SOCIAL WORK (SWK)

SWK 110 Human Needs/Societal Response

Focuses on the development and role of social work and other human service professionals. Issues of human diversity such as substance abuse, family violence, homelessness, and mental illness are discussed from a foundation that emphasizes personal values, basic human needs, and professionalism. Not required of Social Work students. 3 credits.

SWK 241 Violence in the Family

Violence in the family creates major physical and mental health problems. Violence reaches all levels of society, and the impact is felt throughout the family system. Emphasis on the psychological, physical, emotional, and social implications; resources for intervention; methods of communication and roles in responding to family violence. Carries a fee for the Child Abuse Identification and Reporting Certification embedded in the course. Prerequisite: PSY 181 or SOC 151 or SWK 110 or permission of instructor. (Also listed as SOC 241.) 3 credits.

SWK 248 Composing Case Notes

This course will provide an overview of correct documentation formats for case records and records for agency filing using a word processing program on a personal computer. Prerequisites: Junior standing, and CIS 241A or word processing competency. (Also listed as CIS 248.) 1 credit.

SWK 255 Social Problems: Poverty and Discrimination

This course will examine social problems facing humankind from an economic perspective. The analysis of diverse social problems will be informed by economic theories and sociological analyses. Theories related to the operation of the labor market will also be used in the analysis of the nature, consequences and causes of poverty and discrimination. Economics is connected to all social institutions no matter the societal structure; this includes education, health care, religion, politics, bureaucracies, and families. Prerequisite: SOC 151. (Also listed as SOC 255.) 3 credits.

SWK 256 Marriages and Families in a Changing World

This course examines the changes, major trends, and challenges facing families and marriages, as well as the issues faced by persons engaged in other forms of intimate relationships. Families and marriages will be studied as dynamic systems, social organizations, and institutions. The course will explore classic, modern, and contemporary marriage and the changing nature of family patterns and marriages in the United States, and will draw reference to other countries and cultural groups. Areas of study include an historical perspective of marriage and family, socio-cultural analyses of family life, socialization within families, non-traditional families, gender roles, and power analyses. Prerequisite: Introductory PSY or SOC course. 3 credits.

SWK 281 Working with Special Populations

A focused study of special populations in social work practice, including, but not limited to, the following: drug and alcohol, immigrants, aging, HIV/AIDS, mental illness, and disabilities. Attention to the needs of these population groups, the formal and informal systems and resources available to address their needs, the current treatment strategies/interventions utilized to address the difficulties faced by these populations, as well as the current social policies that affect the application of services to them. Prerequisites: PSY 181 and SOC 151. (Also listed as EDU 281.) 3 credits.

SWK 301 Foundations of Social Work Practice

Orients students to the nature of professional education and its importance for social work practice. Analyzes the structure and conceptualization for the profession's orientation to practice and education at the baccalaureate level. Studies social work values and their interaction with the knowledge foundations of the profession. Assessment and strengthening of beginning relationships and communication skills. Carries a fee. Prerequisites: enrollment in Social Work Program, Junior standing. 3 credits.

SWK 302 Human Behavior and the Social Environment I

Provides a conceptual foundation of the person-in-environment and systems theory framework for understanding the dynamic interaction of the biological, psychological, social, and cultural components of human behavior from birth through young adulthood. Prerequisite: This course should be taken in the fall of the Junior year. Students should have taken introductory sociology, psychology, and human biology. 3 credits.

SWK 303 Human Behavior in the Social Environment II

This course provides a conceptual foundation of the person-in-environment and systems theory framework for understanding the dynamic interaction of the biological, psychological, social, and cultural components of human behavior from young adulthood through old age. Prerequisite: SWK 302; normally taken second semester in the Junior year. 3 credits.

SWK 311 Social Welfare as a Social Institution

Introduction to the institution of social welfare and the profession of social work; how a society arranges for helping its members satisfy basic needs; historical development of conflicting social philosophies and modern social welfare programs; examination of values, knowledge base, and settings of social work practice. A designated information competency course. Prerequisite: Junior standing or permission of instructor. 3 credits.

SWK 322 Social Work Practice I

Analyzes in depth the program's conceptualization of entry-level professional social work practice; begins the development of practice skills needed to assess and intervene in situations involving a range of systems; furthers the development of skills, including communication and professional relationships. Includes the application of skills through a required practicum. A designated Writing Across the Curriculum course. Prerequisites: minimum grade of C in COM 101, Social Work Program candidate designation, SWK 301. 4 credits.

SWK 331 Forensic Mental Health

This course will examine mental health from a forensic perspective with respect to the United States' legal and criminal justice system, in which the dynamics of psychiatric disorders, motives, and legal consequences as well as issues in government and agencies will be considered. Populations, cultures, and theories will be studied as a means of understanding the criminal system and the people who become victims of it, including those identified as criminally insane. Prerequisites: PSY 181 and SOC 151. 3 credits.

SWK 336 Organizational Behavior

(See BUS 336.) 3 credits.

SWK 395 Children, Courts, and Care

Focuses on the needs of the most vulnerable children and their families—the poor, racial and ethnic minorities, isolated/alienated groups, and those with handicapping conditions. Designed to help the student develop an understanding and appreciation of the issues, purposes, values, sanctions, goals, and procedures involved in the delivery of services to families and children. Traditional and contemporary approaches to service delivery, policy formulation, resource allocation, program development, and personnel strategies are examined. 3 credits.

SWK 413 Social Welfare Policy

Presents an approach to integrate policy and entry-level social work practice. Defines and identifies policies of concern to the social work practitioner by utilizing elements drawn from the program's conception of practice. Analyzes policy making and policy formation processes in a range of resource systems used by the social work practitioner. Develops policy-related analytical and interactional skills for use in practice. Prerequisites: Social Work Program and SWK 322. 3 credits.

SWK 420 Social Science Research

Study of the scientific system of inquiry, introduction to various types of research designs and methods, application of social research methods within the context of prediction and control, class presentation and discussion within a humanistic frame of reference. Prerequisite: an introductory

social science course. (Taught concurrently with SOC 420, Methods of Social Research.) 3 credits.

SWK 423 Social Work Practice II

Further develops practice skills needed to assess and intervene in situations involving the range of systems, begins the development of skills to evaluate one's own practice, examines the relation of skills to professional values and ethics. Prerequisites: Social Work Program and SWK 322. Co-requisite: SWK 461. Carries a fee. 4 credits.

SWK 424 Social Work Practice III

Refines and integrates practice skills needed to assess and intervene in situations involving the range of systems; further develops tools and skills essential to the evaluation of one's own practice and to the effectiveness of interventions. Prerequisites: Social Work Program and SWK 423. Co-requisites: SWK 462 and 491. 4 credits.

SWK 461 Seminar in Field Instruction I

Supervised instruction to acquire skill in social work practices and to test in a field setting the principles and theories learned in the classroom. Students spend 14 hours per week in this experience. Taken concurrently with SWK 423. Carries a fee. Prerequisites: Social Work Program and SWK 322. 6 credits.

SWK 462 Seminar in Field Instruction II

Continuation of Social Work 461, Seminar in Field Instruction I. Carries a fee. Prerequisites: Social Work Program and SWK 461. 6 credits.

SWK 491 Senior Seminar

Integration of concepts learned in previous course work and field experience. Synthesis of a knowledge-base for social work practice. Evaluation of personal values as they affect and are affected by current social work practices. A capstone course. Prerequisites: Social Work Program and SWK 423. Co-requisites: SWK 424 and 462. 3 credits.

VESI COURSES (SOC)

SWK 2902 Autism and Asperger's Disorders

This is an interactive course designed to help the learner achieve a better understanding of Autism and Asperger's Disorder, intervention strategies to enhance communication and learning, and methods for teaching more conventional behaviors. It provides information on the characteristics of the disorders, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful. It reviews the Autism Spectrum Disorders and offers referral information. Carries a fee. (Also listed as EDU 2902.) 2 credits.

SWK 2904 Child Abuse

This interactive course is designed to help the learner identify and effectively teach students affected by child abuse and/or neglect. It describes the signs of physical abuse, emotional abuse, sexual abuse, physical neglect, and emotional neglect. It also discusses the specific factors that exist in families who abuse. Carries a fee. (Also listed as EDU 2904.) 2 credits.

SWK 2905 Drugs and Alcohol in Schools

This is an interactive course designed to give the learner a comprehensive understanding of alcohol, drugs, and their influences in the classroom. It provides a contextual framework for understanding what students may be experiencing through their own substance use or the impact of substance use around them. It provides a basic historical perspective of substance use along with descriptions of biological, psychological, and social factors that comprise the disease of addiction. Carries a fee. (Also listed as EDU 2905.) 2 credits.

SWK 2913 Violence in Schools

This is an interactive course designed to give the learner a better understanding of school violence and increase intervention strategies. It provides a foundational understanding of violence and the motivational purposes behind aggression. It teaches identification and intervention approaches for working with out-of-control behaviors. It offers specific strategies to minimize the occur-

rence of violence in the school and community. Carries a fee. (Also listed as EDU 2913.) 2 credits.

SWK 2914 Understanding Aggression

This is an interactive course about violence in America, about the aggression in schools, classrooms, streets, and homes. It speaks of hate, the fights, anger, crimes committed, victims in our schools and society, and the impact these have on our teaching in the classroom and care in the community. The goal of this course is to help the learner better understand how aggression affects our lives and the lives of our children to become more skillful in efforts to prevent it in the classroom and the community. Carries a fee. (Also listed as EDU 2914.) 3 credits.

SOCIOLOGY (SOC)

SOC 151 Elements of Sociology

This course introduces students to the "sociological imagination"—a way of viewing events, relationships, and social phenomena that forms the fabric of our lives and much of our history. Basic sociology entails an examination of the ways in which people are shaped and influenced by their society and vice-versa. Students will employ a sociological perspective in critically analyzing the world around them. 3 credits.

SOC 153 Issues in Human Ecology

(See BIO 153.) 3 credits.

SOC 215 Heredity and Society

(See BIO 215.) 3 credits.

SOC 241 Violence in the Family

(See SWK 241.) 3 credits.

SOC 252 Race and Ethnicity

A theoretical and historical analysis of minority groups with emphasis upon the nature of social interaction and change. Prerequisite: SOC 151. 3 credits.

SOC 254 Urban Sociology

Examines the various social, cultural, and economic dimensions of vibrant urban centers. Students will utilize observation and participation techniques to examine the complicated intersections of city life and the diverse experiences within urban space and place. Prerequisite: SOC 151 or permission of instructor. 3 credits.

SOC 255 Social Problems: Poverty and Discrimination

(See SWK 255.) 3 credits.

SOC 257 Social Class in a Changing Society

This course is an examination of the American class structure, focusing on social class differences in lifestyle and "life chances" (the opportunities that result from membership in a particular class). Topics may include the role of culture and social institutions in shaping Americans' perceptions of class; recent changes in the class structure; class correlates of health, educational attainment, and political participation; the interplay of social class with race and gender; and cross-national comparison of rates of social mobility. Prerequisite: SOC 151. 3 credits.

SOC 311 Philosophy of the Social Sciences

(See PHI 311.) 3 credits.

SOC 314 The Civil Rights Movement

(See HIS 314.) 3 credits.

SOC 330 Topics in Sociology

An in-depth exploration of a major topic in sociology, determined by the instructor. Topics will rotate and reflect contemporary social phenomena such as: The Sociology of Food, Social Stratification in a Global World, and Technology and Society. A designated writing process course (Writing Across the Curriculum) primarily for Sociology and Social Sciences students and, as such, will follow the WAC course guidelines. This course will also be an IC (Informational Competency) course for Sociology and Social Sciences students. As the topic may vary, this course may be taken repeatedly for credit. Prerequisites: minimum grade of C in COM 101 and a minimum grade of C in SOC 151. 3 credits.

SOC 365 The Sociology of Globalization

This course is an in-depth investigation of the changing nature of the world economy and its impact on political, social, and cultural arrangements around the world. This course will concentrate on the various definitions and interpretations of the globalization, as well as the various reactions to it, both for and against. Prerequisites: minimum grade of C in SOC 151, HIS 100, or permission of the instructor. (Also listed as INS 365.) 3 credits.

SOC 382 Social Psychology

This course will review theory and research in social psychology and apply its major principles to situations encountered in everyday life. Students will investigate the manner in which the behavior, feelings, or thoughts of one individual are influenced or determined by the behavior and/or characteristics of others. Lectures, discussions, and in-class exercises will be offered to extend the concepts presented in the readings, as well as draw parallels to current interpersonal and societal issues. Prerequisite: PSY 181 or SOC 151. (Also listed as PSY 382.) 3 credits.

SOC 385 Deviance and Social Control

This course is an introduction to the sociology of deviance and social control. The term "deviance" refers to any violation of social norms; what counts as deviance is socially, culturally, and historically variable. The course focuses on the social construction and control of deviance: how definitions of deviance emerge and change, the nature of social control and its application, and the role of social class and power in these processes. Topics may include street crime, elite deviance, intimate partner violence, and hate crime. Prerequisite: SOC 151. 3 credits.

SOC 420 Methods of Social Research

This course exposes students to the processes and techniques of social scientific research. Topics include the conceptualization of a research question or problem, the role of theory in research, development of a research design, measurement of variables, data collection, and data analysis. Students will conduct projects using various methodologies, which might include questionnaires, interviews, observations, and content analysis. Prerequisite: SOC 151. (Taught concurrently with SWK 420, Social Science Research.) 3 credits.

SOC 421 Advanced Projects: Field Research

This course allows students to immerse themselves in a social environment of their choosing and conduct research "in the field". Field research is a method used by social scientists to gather primary research data. It is unique in that it maintains that one of the best ways to comprehend social action is to study it in its natural environment. Unlike survey research or experiments, field research places the student researcher directly in the environment they are studying. Therefore, the product of the research is an intense investigation of a specific social setting. Advanced Projects: Field Research may be repeated for a total of six credits. Prerequisites: minimum grade of C in SOC 151 and SOC 420 or permission of the instructor. 2-6 credits.

SOC 452 Senior Seminar in Sociology

Students will accomplish a significant piece of independent scholarship and research. The course will emphasize the application of theory and methods as well as the further development of individualized graduation plans and portfolios. A capstone course. Open only to Seniors. Prerequisite: SOC 420 or permission of the instructor. 3 credits.

SOC 455 Social Theory

An in-depth investigation of social theory, its historical origins, and the various schools of thought that exist to explain a society. The class will explore classic theoretical perspectives, as well as some of the current perspectives within social theory. Each student will become familiar with key arguments of the various theorists and will be expected to discuss, distinguish, and apply these theories to contemporary times. Prerequisite: minimum grade of C in SOC 151. 3 credits.

SPANISH (SPA)

SPA 101 & 102 An Introduction to Spanish I & II

Development of skills required for comprehending, speaking, reading, and writing elementary Spanish; methods provide acquaintance with Spanish culture. Prerequisite for SPA 102: minimum grade of C in SPA 101. 3 credits each.

SPA 201 & 202 Intermediate Spanish I & II

A review of Spanish grammar and appreciation and understanding of Hispanic literature and culture. In SPA 202, presentations and class discussion will be completely in Spanish. Prerequisite for SPA 201: SPA 102. Prerequisite for SPA 202: SPA 201. 3 credits each.

SPA 301 & 302 Advanced Spanish I & II

Advanced Spanish grammar and composition. Introduction to the Spanish short story, including works by Borges, Garcia Marques, and Cortazar. Prerequisite for SPA 301: SPA 202. Prerequisite for SPA 302: SPA 301. 3 credits each.

SPORTS MANAGEMENT (SPM)

SPM 334 Sports Management and Marketing

The application of management and marketing principles. An emphasis of staffing, finance, program organization, purchasing, public relations, and management of professional, amateur, school, and international sports. Prerequisites: BUS 234, 242, and Junior status. 3 credits.

SPM 382 Sports Law

Analysis and evaluation of sports law, including such topics as tort law, injury responsibility, constitutional issues, contracts and labor issues, collective bargaining and arbitration, antitrust for practitioners, and racial and social issues. Prerequisite: BUS 281 and Junior status. 3 credits.

THEOLOGY (THE)

THE 100 Scripture and Faith in Context I (Old Testament)

An introduction to the literature, history, and messages of the Old Testament, from creation through the Persian period (333 B.C.). To locate and illumine the Old Testament contextually, students will also examine the surrounding religions, literature, and history of the Ancient Near East. The course will introduce students to the academic study of religion within the context of the Liberal Arts. 3 credits.

THE 101 Christian Faith and Ethos

An exploration of the central teachings of the Christian faith through Scripture, Christian history and thought, and the liberal arts, with a special emphasis on examining the person and work of Jesus Christ. Pre-requisite: CAR 100. 3 credits.

THE 111 The Narrative of Sacred Scripture

The narrative of the Old and New Testaments, with particular emphasis on the faith and life of the covenant people of the Old Testament, and the basic content of the canonical gospels, the book of Acts, and the epistles. 3 credits.

THE 200 Scripture and Faith in Context II (New Testament)

An introduction to the texts, history, and messages of the Intertestamental, New Testament, and selected Patristic literature from the Hellenistic era (333 B.C.) through the Council of Nicea (A.D. 325). To locate and illumine these writings contextually, students will also examine the surrounding texts, history, culture, art, and religions of the Greco-Roman World. Prerequisites: THE 100, COM 100, and Sophomore standing. 3 credits.

THE 201 Global Christianity

An exploration of the Christian faith and ethos in conversation with the liberal arts and professional studies as contextualized in the experiences of Christians from around the world. Pre-requisite: THE 101, COM 100, and at least second-year standing. 3 credits.

THE 234 The Christian Faith

A systemized study of the chief teachings of the Christian faith as presented in the Holy Scriptures and confessed in the Lutheran church. 3 credits.

THE 252 World Religions

A survey of the origin and central teachings of the major Eastern and Near-Eastern religions. Special emphasis given to their world view and their unique literature and culture. 3 credits.

THE 305 Liturgy and Hymnody

This course will explore the development and components of the Divine Service and the daily offices of Western Christendom, as well as the background, style, and use of hymns in liturgical worship. Prerequisite: THE 200. 3 credits.

THE 323 Theology and Modern Literature

A literary and theological study of selected works that have intrinsic literary value and that deal with significant theological issues in categories such as the novel, the best seller, science fiction, existentialism, non-Western religion, children's literature, drama, the musical, and the poem. Prerequisites: ENG 102/ COM 101. 3 credits.

THE 325 The Era of the Reformation

(See HIS 325.) 3 credits.

THE 331 Issues in the Old Testament

This course will examine the interpretive framework of the Old Testament in light of the New Testament. Students will also research the answers to contemporary issues that face our world today based in the Biblical text. Prerequisites: COM 100, COM 100L and THE 101. 3 credits.

THE 332 Issues in the New Testament

This course will examine the interpretive framework of the New Testament as it pertains to the development of Christianity in light of the Old Testament. Students will also research the answers to contemporary issues that face our world today based in the Biblical text. A designated Writing Across Curriculum and information competency course (see page 66 of Catalog). Prerequisites: COM 100, COM 100L, THE 101 and THE 201. 3 credits.

THE 333 Issues in Modern Theology

An examination of the major theologians and philosophers who have shaped theology from the 17th century Enlightenment to present-day post-modernism. Particular attention will be paid to the issue of hermeneutics as it pertains to interpretation of the Scriptures and world view in modern theology. The course considers alternative theological movements and thought, especially emerging metacritical views. Prerequisite: THE 300. 3 credits.

THE 334 Lutheran Theology

This course offers students a focused, in-depth study of selected portions of the Book of Concord as well as supplemental material from Lutheran theological teaching. It will promote scholarly research and writing skills. Prerequisite: THE 300. 3 credits.

THE 351 Religion in America

An historical analysis of Judaism, Roman Catholicism, Eastern Orthodoxy, and diverse forms of Protestantism in American culture. Indigenous communities and utopian enterprises will also be examined. Special attention is given to American Lutheranism. Also listed as HIS 351. 3 credits.

THE 354 Mythology & Religion in Ancient Greece and Rome

Explores the texts, rites, art, and spaces associated with mythology and religion in Greece and Rome from the Archaic Period through Late Antiquity. Emphasis will be given to world views embodied in ancient Greco-Roman mythology and religion. Prerequisite: THE 200. 3 credits.

THE 401 Theology Capstone

This course offers students a focused, cumulative learning experience in the area of religion with an emphasis on developing scholarly research and writing skills. A capstone course. Prerequisite: THE 333 or permission of the instructor. 3 credits.

SPECIAL COURSE FEES

Course fees, covering extra expenses associated with certain courses, are listed below.

ACC 242	$100
ART 103	$225
ART 114, 191, 350	$100
ART 203, 391	$250
ART 210	$110
BIO 120	$10
BIO 207, 208, 271, 272, 313, 408	$75
BIO 231, 308, 404	$35
BIO 285, 302, 405	$50
BIO 373	$65
BIO 381	$50
BUS 235	$50
BUS 352	$100
BUS 491, 492	$150
CAR 100	$30
CAR 150	$25
CHM 201, 202	$75
CHM 301, 302	$75
CHM 381	$50
CIS 191	$50
CIS 246A, 246B, 247A, 247B	$100
ESC 101, 231	$35
EDU 120	$60
EDU 162,164,166	$100
EDU 223	$15
EDU 324	$30
EDU 231	$100
EDU 272	$25
EDU 325	$135
EDU 328	$100
EDU 371	$60
EDU 481	$700
EDU 490 Internship	$300
EDU 538	$600
EDU 682,683	$700
EDU/SWK 2901-2927	$183
ENG 241, 330, 360	varies by offering
MAT 121	$20
MAT 191	$50
MUS 040	$275
MUS 140A	varies by offering
MUS 140B	$25
MUS 140C	varies by offering
MUS 140G	$50
MUS 140M	$25
MUS 140W	$25
MUS 240	$550
NMC 231, 232, 233, 330,331, 332, 341, 431, 491	$150
PED 103	$30
PED 219, 221, 226, 236, 243, 244, 245, 247, 273, 274	$15
PED 220	$40
PED 225, 246, 265	$25
PED 242	$50
PED 248, 271	$25
PHY 211, 212	$50
PSY 330	$30
SOC 241	$25
SSC 285	$25
SWK 301	$25
SWK 423	$100
SWK 461	$160
SWK 462	$180

REGENTS, ADMINISTRATION, AND FACULTY

CONTROL AND RESOURCES

The administrative affairs of the College are vested in a Board of Regents which is recognized by the New York State Department of Education as the governing body. Four members shall be elected by the general conventions of The Lutheran Church-Missouri Synod. In addition, four members are elected by conventions of the Atlantic District of the Synod—the geographical jurisdiction in which the College is located—whose president serves as an ex officio member of the Board. Finally, no fewer than four and no more than eight laypersons are appointed as voting members by the Board of Regents itself.

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MARKETING

James Bunn	Senior Director of Marketing
John Dana	Manager of Communications
Amie A. Hollmann	Graphic Designer
Holly Magnani	Web and Media Relations Manager
Flladi Kulla	Graphic Designer/Photographer

FACILITIES AND CAMPUS SERVICES

Paul Schulz	Director of Facilities and Campus ?Services
Stephen Bonura	Director of Campus Safety
Carole DeIeso	Manager of Administrative Services
Lucille Frabizzio	Assistant to the Manager of College Services
Jack Frank	Engineering Staff
Nicholas Garieri	Engineering Staff
Robert Ledden	Engineering Staff
Patrick Mascolo	Engineering Staff
Anthony Natiello	Engineering Staff
Theresa DePierro	Receptionist
Antonio Osso	Engineering Staff
Marcello Osso	Engineering Staff
Carmine Ruocco	Engineering Staff
Rose Ruocco	Receptionist/Administrative Services
Kevin Warnken	Manager of College Services

STUDENT LIFE

Lisa Decker, Ph. D.	Vice President of Student Development
Michael Kush	Dean of Students
Elizabeth S.K. Wagner	Director of Spiritual Life and Student Activities Director of Counseling Services
Lynda Dalgish	Director of English Language and Cross-Culture Bridge
Claire Zhou	Director of International Student Programs
Johanna Perry	Director of Academic Excellence
Jason Francis	Assistant Director of Academic Excellence and Orientation Programs
Laura Grevi	Director of Career Development Counselor Counselor
Jason Thoms, DMA	Director of Choral Activities

Rev. Joshua Hollmann, Ph. D	Campus Chaplain
Gary Gollenberg	Residence Counselor, Sieker Hall
	Residence Counselor, Bohm Hall
Elizabeth Geiling	Residence Counselor, Rippe Hall
Erik Graybosch	Residence Counselor, Romoser Hall
Kathy Dresser	Residence Counselor, Koepchen Hall
Amy Heath	Residence Counselor, Ressmeyer Hall
George Groth	Director of the Concordia Connection Program
	Manager of the College Fitness Center
Susan Crane, R.N.	Director of Student Health Services
Deidre Ingram	Health Center Assistant
Paige McIntyr, N.P.	Nurse Practitioner
John Giampietro, M.D.	Physician

ATHLETICS

Ivan Marquez	Director of Athletics
Kathy Laoutaris	Associate Athletics Director/Senior Women's Administrator
Craig Boston	Assistant Athletics Director/NCAA Compliance
Brian Snow	Sports Information Director
William Salva	Faculty Athletics Representative
Felicia Dorsey	Head Athletic Trainer
Cindy Tucker	Assistant Athletic Trainer

INFORMATION TECHNOLOGY

Gary Gollenberg, Jr.	Director of IT Services
Shadrack Ngowi	Associate Director of IT, Core Hardware Systems
Gary Rivera	Systems Administrator
Joseph Bouvier	Senior Helpdesk Technician
Roaldy Taveras	AV Support Technician
Mary Mooney	IT Trainer

ACADEMIC LIFE

Sherry Fraser, Ed.D.	Provost
Mandana Nakhai, Ph. D	Vice Provost of Undergraduate Academic Affairs
	Professor of English
James Burkee, Ph. D	Vice Provost of Graduate and Online Academic Affairs
Jason Thoms, DMA	Dean of Art & Sciences
Kathleen Flaherty, Ed.D	Dean of Division of Nursing
William M. Salva, Ed.D	Dean of Adult Education & Business Programs
Stephanie Squires, Ph. D	Dean of Teacher Education
Serdar Arat	Director of The Concordia Distinctive
Victoria Graham	Chair of Natural Science and Mathematics
Rose Camille	Chair of Undergraduate Nursing Program
Kathryn Galshutt, Ph. D	Chair of History and Social Sciences
Kate Behr, D. Phil.	Chair of English
Gary Dresser, Ed.D	Chair of Teacher Education Program
Philip Rothman	Chair of Undergraduate Business Program
Anne Simmons, Ph. D.	Director of the RN-BS Completion Program

Jennifer Pinto	Chair of Social Work
William Perrenod	Director of Library Services
Treva Foss	Chair of Art, Music and New Media
Elizabeth Geiling	Chair of Psychology
Rev. Dr. Joshua Hollmann	Chair of Theology and Foreign Language
Kate Behr	Director of Fellows
Daniel Sorrentino	Director of Radiologic Technologies
Adam Hill	College Marshal
Susan A. Tighe	Assistant College Marshal
Christine Corcotam	Faculty Secretary
Ruth Leich	Assistant to the Dean of Nursing
Amy Heath	Director Adult Education
Nicole Morgan	Coordinator, Division of Teacher Education Program
Jenny Saa-Tomala	Coordinator for Adult Education /MBL Program
Patrice Sullivan	Administrative Assistant to the Provost

FACULTY ORGANIZATION

STANDING COMMITTEES

Academic Policies Committee–Undergraduate

Dr. Jason Thoms, Dean of Arts & Sciences (ex-officio)
- Registrar (non-voting)
- Division Representatives
- Student Government Association representatives (non-voting)

Academic Policies Committee – Graduate

Dr. Stephanie Squires, Chair
- Registrar (non-voting)
- Division Representatives

Dr. James Burkee, Vice Provost of Graduate and Online Education (ex-officio)

Assessment Committee

Victoria Graham, Chair
Dr. Kathleen Flaherty, Dean of Nursing (ex-offocio)
- Program Representatives
- Adult Education Representative
- Student Life Representative
- Registrar's Office Representative
- Two Student Government Association representatives, (non-voting)
- Director of Institutional Effectiveness and Research

Faculty Matters

Philip Rothman, Chair
- Three faculty elected by the faculty-at-large

Student Life

Michael Kush, Dean of Students (ex-officio)
- Three faculty elected by the faculty-at-large
- Three Student Government Association Representatives

SPECIAL PROGRAMS AND COMMITTEES

COMMITTEES REPORTING TO THE PROVOST

Administrative Athletic Council

Lisa Decker, Chair

Continuing Quality Improvement Committee

Kim Gargiulo, Chair
Michael Kush
Edward McPartlan
Aaron Meyer
Nereida Quiles
Paul Schultz
Theresa Vidal
Amy Heath

Institutional Research Review Board

William Salva, Chair
Stephanie Squires
Kim Gargiulo

SPECIAL PROGRAMS AND COMMITTEES REPORTING TO THE VICE PROVOST OF UNDERGRADUATE OF ACADEMIC AFFAIRS

Dr. Mandana Nakhai, Chair
Fellows (Honors)
Concordia Distinctive
Writing Across the Curriculum
First Year—Experience
First Year—Seminar
English Language Cross-Culture Bridge
Information Knowledge Across the Curriculum
College Theme Committee
Academic Review Committee
Writing Center
Choral Music

PROGRAMS AND COMMITTEES REPORTING TO THE VICE PROVOST OF GRADUATE AND ONLINE ACADEMIC AFFAIRS

Clearing House Committee
James Burkee, Chair

PROGRAMS AND COMMITTEES REPORTING TO THE DEAN OF TEACHER EDUCATION

Stephanie Squires, Dean
Concordia Connection
Education Technology

ADMINISTRATIVE COMMITTEES

Academic Review Committee

Chair — Vice Provost of Undergraduate Academic Affairs
Vice President of Enrollment Management
Registrar
Vice President of Student Development
Director of Student Success
Director of Counseling
Division/Program Representatives
Director of Financial Aid Representative
Director of English Language Cross-Culture Bridge
Associate Dean of Academic Operations

Admission Committee

Chair — Vice President of Enrollment Management
Two Faculty Representatives
Athletics Representative

Colloquy Committee

Chair — Rev. Dr. Leroy Leach
Dr. Kathryn Galchutt

Athletic Council

Lisa Decker, Vice President for Student Development, Chair

Committee on Honors & Awards

Three faculty members elected by the faculty-at-large

Rank and Promotion Committee

Three faculty members elected by the faculty-at-large

Retention Committee

Co-Chair — Vice Provost of Undergraduate Academic Affairs
Co-Chair — Associate Dean of Academic Operations
Vice President of Student Development
Vice President of Enrollment Management
Director of Financial Aid
Registrar
Athletic Director
Director of Student Success
Division/Program Representatives

Student Satisfaction Committee

Co-Chair — Lisa Decker, Vice President of Student Development
Co-Chair — Christopher D'Ambrosio, Associate Dean of Academic Operations
Adult Education Representative
SGA President
College Services Representative

SUPPORTING ORGANIZATIONS

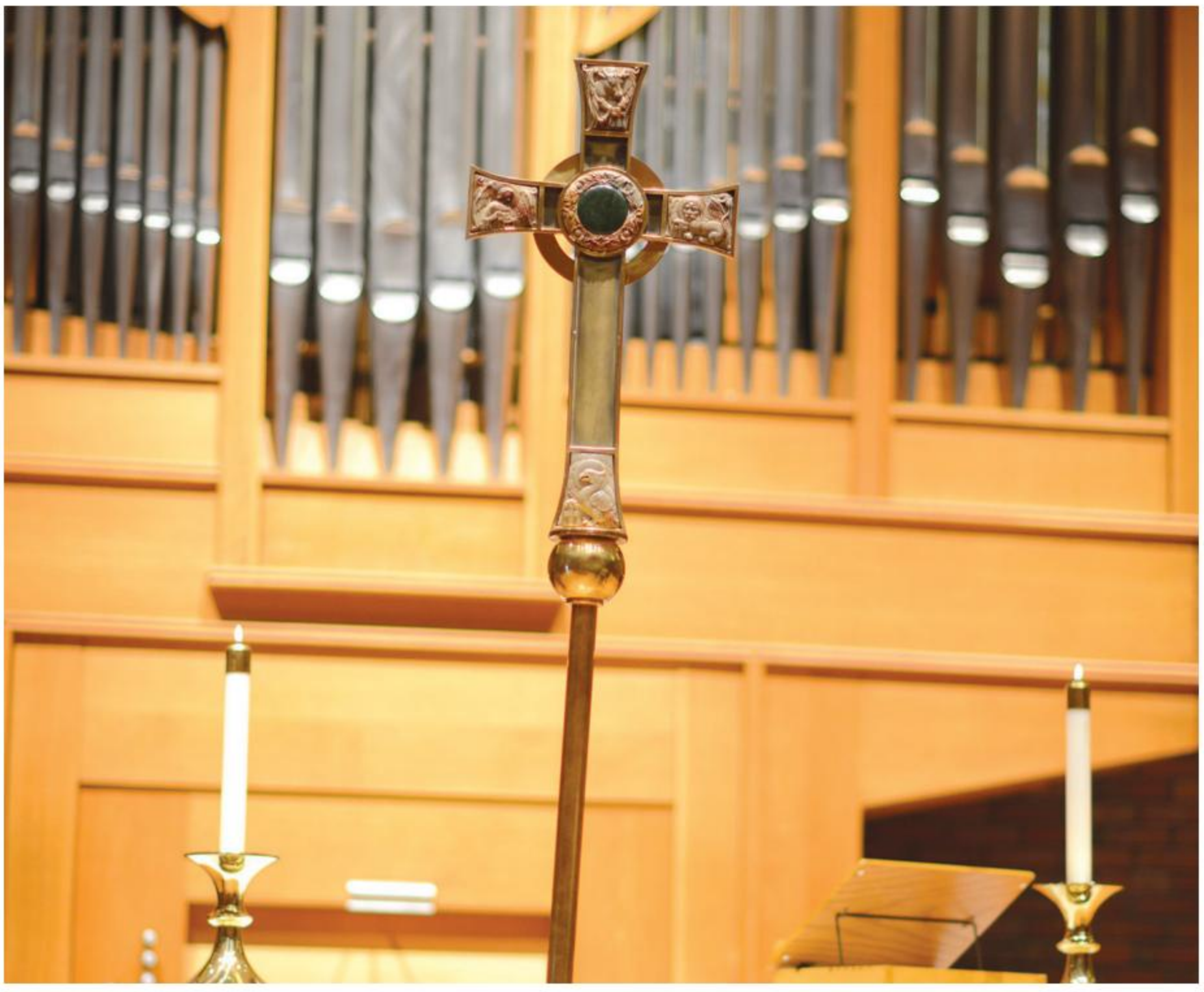
Concordia Alumni Association

Concordia Conservatory Advisory Board
Kathleen Suss, Executive Director
Shanley Hanlon, Director, OSilas Gallery

East Coast Association of Congregations

Social Worker Advisory Board
Jennifer Pinto, Social Worker Program Chair

Teacher Education Advisory Committee
Gary Dresser, Teacher Education Program Chair



FACULTY

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Ph.D. Candidate, Yeshiva University; B.S., M.S.W., Howard University

Lucia Alfano, Assistant Professor of Nursing
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Jillian Ayson, Head Athletic Trainer
B.S., Hofstra University

Serdar Arat, Professor of Art
M.A., M.F.A., SUNY–Albany; B.A., Bogazici University, Istanbul, Turkey

Kate Behr, Professor of English
D. Phil., Pembroke College, Oxford University; B.A. Royal Holloway and Bedford New College, University of London

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M.S., College of New Rochelle; M.S., NY Institute of Technology; B.S., LIU-CW Post

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Ontario, Canada, B.A., Concordia College, Ann Arbor, MI

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Ph.D., M.Ed., University of New Orleans; B.A., College of New Rochelle

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Ed.D., St. John Fisher College

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Scott Wynne, Adjunct Instructor of Education
(ABD) St. Johns University

Katerina Zissouli, Associate Professor of English
Ph. D., The National and Kapodistrian University of Athens, Greece; M.A., San Diego State University; B.A., The University of California

TRADITIONAL UNDERGRADUATE

FALL SEMESTER 2016

JUNE	11	Summer Orientation
JULY	1	Deadline for August graduation applications
	16	Summer Orientation
AUGUST	12	Transfer Student Summer Orientation
	22	New International Students arrive
	23	International Student Orientation begins; Student Success Program Students arrive & Orientation begins
	25	Connection Student Orientation
	26	New Students arrive; Fall Orientation begins
	28	Returning students arrive (International & Domestic)
	29	Fall Semester classes begin; Late Registration Fee in effect for new students
	30	Opening Service
SEPTEMBER	2	Last day to remove "I" grades from prior semesters
	5	LABOR DAY; no classes
	9	Last day of ADD/DROP period
	15	Deadline for December graduation applications
	21	Official Fall Semester Census date
OCTOBER	10	COLUMBUS DAY; no classes
	17	Mid-semester; 2nd half semester courses begin
	21	Last day to withdraw with a grade of "W"
	24	Advising Week begins; TOWN HALL ROUNDTABLE DISCUSSIONS; no classes
NOVEMBER	15	Deadline for May 2017 graduation applications
	23	Through 11/27/2016: THANKSGIVING BREAK; no classes
DECEMBER	2	Last day to withdraw with a grade of "WP" or "WF"
	10	Final Exams Week begins
	15	Last day of Fall Semester classes
	22	Through 1/2/17: CHRISTMAS BREAK; no classes COLLEGE IS CLOSED; including the library

TRADITIONAL UNDERGRADUATE

SPRING SEMESTER 2017

JANUARY	2	College re-opens
	11	New International Students arrive
	12	International Student Orientation begins
	13	New Students arrive; Spring Orientation begins
	16	MARTIN LUTHER KING JR. DAY; no classes Returning students arrive (International & Domestic)
	17	Spring Semester classes begin; Late Registration Fee in effect
	20	Last day to remove "I" grades from fall semester
	27	Last day of ADD/DROP period
FEBRUARY	8	Official Spring Semester Census date
	20	Presidents' Day; classes in session
MARCH	4	Through 3/12/2017: SPRING BREAK; no classes
	13	Mid-semester; 2nd half semester courses begin
	17	Last day to withdraw with a grade of "W"
	20	Advising Week begins
APRIL	13	Through 4/17/2017: EASTER BREAK; no classes
	19	Registration begins for 2017-2018 academic year
	28	Last day to withdraw with a grade of "WP" or "WF"
MAY	2	Academic Honors and Awards Convocation
	6	Final Exams Week begins
	11	Last day of Spring Semester classes
	12	Baccalaureate Service
	13	Commencement; Late Registration Fee in effect for returning students

ADULT EDUCATION

FALL SEMESTER 2016

JUNE	25	Through July 5th; no classes Summer Break
JULY	11	2016-17 Term 1 Starts
AUGUST	17	Adult Education Orientation, 6PM-10PM
	22	New Cohort Starts.
	30	Opening Service.
SEPTEMBER	5	LABOR DAY; no classes—College is closed.
	21	Official Fall Semester Census date.
	24	Writing Seminar; all new students must attend
OCTOBER	10	COLUMBUS DAY; Classes are in session. College is OPEN.
	22	Saturday Seminar.
NOVEMBER	19	Graduation Seminar; all qualified seniors must attend.
	23	Through 11/27/2016: THANKSGIVING BREAK; College is closed.
DECEMBER	3	Saturday Seminar.
	10	Saturday Class.
	22	Through 1/2/17: CHRISTMAS BREAK; no classes COLLEGE IS CLOSED; including the library

ADULT EDUCATION

SPRING SEMESTER 2017

JANUARY`	3	College re-opens.
	16	MARTIN LUTHER KING JR. DAY; no classes. College is closed
	18	Adult Education Orientation.
	23	New Cohort Starts.
FEBRUARY	8	Official Spring Semester Census date.
	20	Presidents' Day; classes in session. College is OPEN.
	25	Saturday Seminar
MARCH	18	Saturday Seminar
APRIL	13	Through 4/17/2017: EASTER BREAK; no classes. COLLEGE CLOSED; including the library
	29	Saturday Seminar
MAY	2	Academic Honors and Awards Convocation.
	12	Baccalaureate Service and Commencement.
	13	Commencement;
	29	MEMORIAL DAY; no classes; abbreviated library hours.
JUNE	26	Through July 10th; no classes Summer Break.

UPPER DIVISION NURSING

FALL SEMESTER 2016

AUGUST	25	Through 8/26/16 Nursing Cohorts Student Orientation
	29	Nursing Cohorts Fall Semester classes begin
	30	Opening Service
SEPTEMBER	2	Last day to remove "I" grades from prior semesters
	5	LABOR DAY; no classes
	9	Last day of ADD/DROP period
	15	Deadline for December graduation applications
	21	Official Fall Semester Census date
	23	Last day to withdraw with a grade of "W" for 1st half-term courses
OCTOBER	10	COLUMBUS DAY; no classes
	14	Last day to withdraw "WP" or "WF" for 1st half-term courses
	17	Final Exam for NUR 311 (1st half term course)
	18	EXPO DAY; modified class schedule
	19	Mid-semester 2nd half semester courses begin (NUR 314)
	19	Nursing White Coat Ceremony
	21	Last day to withdraw with a grade of "W" for full-term courses
NOVEMBER	11	Last day to withdraw with a grade of "W" for 2nd half-term courses
	15	Deadline for May 2017 graduation applications
	23	Through 11/27/2016: THANKSGIVING BREAK; no classes
DECEMBER	2	Last day to withdraw with a grade of "WP" or "WF"
	7	Nursing Pinning Ceremony
	12	Final Exam Week begins
	15	Nursing Cohorts Last day of Fall Semester classes
	22	Through 1/2/17: CHRISTMAS BREAK; no classes COLLEGE IS CLOSED; including the library

UPPER DIVISION NURSING

SPRING SEMESTER 2017

JANUARY	2	College re-opens
	9	Nursing Cohorts Spring Semester classes begin
	16	MARTIN LUTHER KING JR. DAY; no classes
	17	Last day of ADD/DROP period
	20	Last day to remove "I" grades from fall semester
	27	Last day to withdraw with a grade of "W" for 1st half-term courses
FEBRUARY	8	Official Spring Semester Census date
	16	Last day to withdraw "WP" or "WF" for 1st half-term courses
	20	Presidents' Day; classes in session
	20	Final Exam for NUR 315 (1st half term course)
	22	2nd half-term courses begin (NUR 316)
	24	Last day to withdraw with a grade of "W" for 2nd half-term courses
MARCH	10	Last day to withdraw with a grade of "W" for 2nd half-term courses
	30	Last day to withdraw with a grade of "WP" or "WF"
APRIL	3	Final Exams Week begins
	6	Nursing Cohorts last day of Spring Semester classes
	13	Through 4/17/2017: EASTER BREAK; no classes
	18	Nursing Cohorts Summer Semester classes begin
MAY	2	Academic Honors and Awards Convocation
	12	Baccalaureate Service
	13	Commencement
	18	Last day to withdraw with a grade of "W" for full-term courses
	29	MEMORIAL DAY; no classes
JUNE	16	Last day to withdraw with a "WP" or "WF" for full-term courses
JULY	14	Nursing Cohorts last day of Summer Semester classes

GRADUATE BUSINESS

FALL SEMESTER 2016

JUNE	17	Fall 2016 Begins for Graduate Business
JULY	4	Holiday No Classes
AUGUST	19	New Cohort Starts
	30	Opening Service
SEPTEMBER	5	LABOR DAY; no classes
	21	Official Fall Semester Census date
OCTOBER	10	COLUMBUS DAY; no classes
NOVEMBER	24	Through 11/27/2016: THANKSGIVING BREAK; no classes
DECEMBER	17	Through 1/12/17: CHRISTMAS BREAK; no classes COLLEGE CLOSED; this includes the library

SPRING SEMESTER 2017

JANUARY	3	College re-opens
	16	MARTIN LUTHER KING JR. DAY; no classes
FEBRUARY	8	Official Spring Semester Census date
	20	Presidents' Day; classes in session
APRIL	13	Through 4/17/2017: EASTER BREAK; no classes COLLEGE CLOSED; this includes the library
MAY	2	Academic Honors and Awards Convocation
	12	Baccalaureate Service
	13	Commencement;
	26-27	MEMORIAL DAY; no classes; abbreviated library hours
JUNE	16	Fall 2017 Semester Begins for Business Graduate Program

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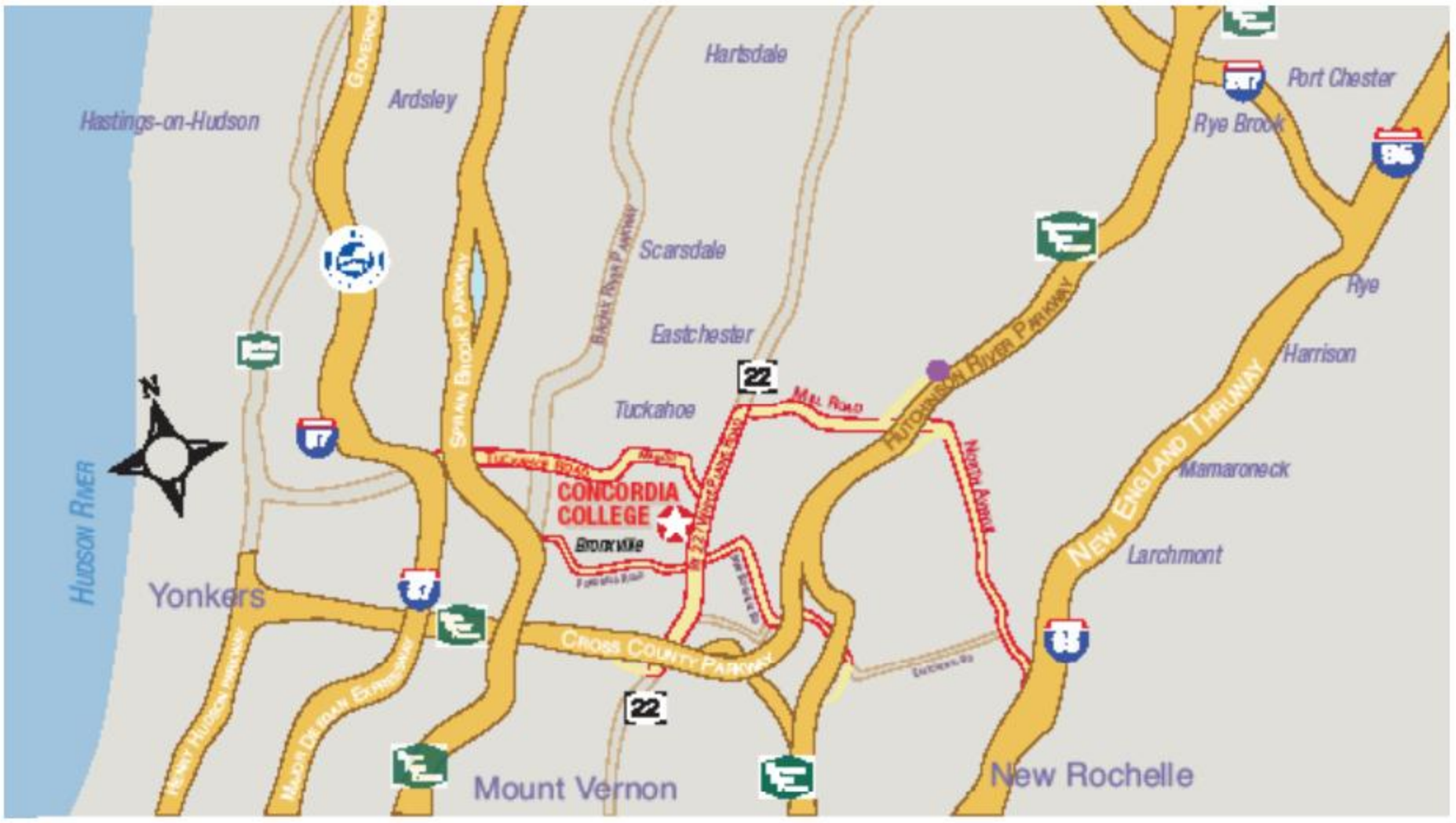

The College is located at 171 White Plains Road/Route 22 in the Village of Bronxville in lower Westchester County. It is north of Mount Vernon and south of Scarsdale and Eastchester. The College is located on both sides of White Plains Road/Route 22. Visitor parking is located in the oval drive on the west side of White Plains Road/Route 22.

FROM NEW YORK CITY, NEW JERSEY, UPSTATE NEW YORK

Take the New York State Thruway (Major Deegan Expressway/Interstate 87) to the Cross County Parkway. Go east to exit 8, Route 22/Columbus Avenue*. At the end of the ramp, turn left onto Route 22. The College is located 1.4 miles north.

FROM LONG ISLAND, INCLUDING QUEENS AND BROOKLYN

Take the Hutchinson River Parkway (off the New England Thruway) north to exit 13, the Cross County Parkway. Continue on the Cross County Parkway to exit 8, Route 22/Columbus Avenue*. At the end of the ramp, turn left onto Route 22. The College is located 1.4 miles north.

FROM NEW ENGLAND

Take the Merritt Parkway to the Hutchinson River Parkway south to exit 18W, Mill Road. At the end of the ramp, turn right onto Mill Road and continue .7 miles to Route 22/White Plains Road. Turn left onto White Plains Road. The College is located one mile south.

*Please note: Route 22 is named Columbus Avenue to the south of the Cross County Parkway and is called White Plains Road to the north.

CONCORDIA COLLEGE CAMPUS MAP

1. Feth Administration Hall
2. Sieker Hall
3. President's Home
4. Scheele Memorial Library
   - Darlene Hedin Krenz Media Center
   - Donald A. Krenz Academic Center
   - OSilas Gallery
   - Yeager Collection Room
5. Romoser Hall
6. Brunn-Maier Science Hall*
7. The Commons
   - Day Camp Registration Office
8. Sommer Center for Worship and the Performing Arts*
9. Rippe Hall
10. Liberal Studies Hall*
11. Terrace
12. Schoenfeld Campus Center*
    - The Coop
    - Brickyard
13. Bohm Hall
14. Admission (Talbot House)
15. Stein Hall-Conservatory
16. Village Lutheran Church/ Chapel School
17. Meyer Athletic Center*
    - Tennis Courts
    - Fitness Center
18. Ressmeyer Hall
19. Koepchen Hall
20. Ward House

* public restroom

171 White Plains Road, Bronxville NY 10708
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